American Vocational Journal

March, 1954

The Journal Salutes Delaware

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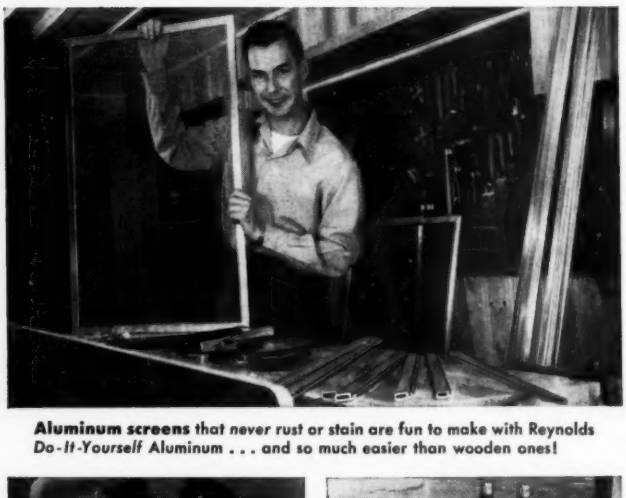

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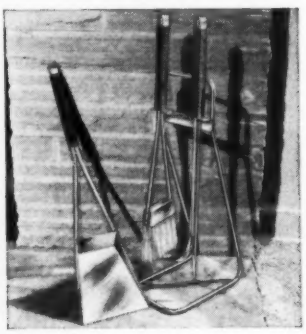

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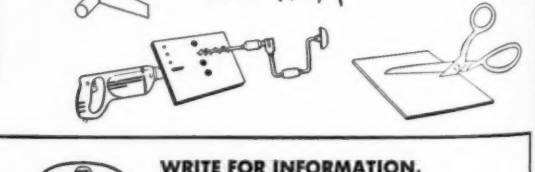

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American Vocational Journal

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EDITOR-IN-CHIEF
M. D. Mobley
Executive Secretary
American Vocational Association, Inc.
1010 Vermont Ave., N.W.
Washington, D. C.

MANAGING EDITOR
Dorothy Robinson Davis
American Vocational Association, Inc.

EDITORIAL ASSISTANT
Nancy Hall Kane
American Vocational Association, Inc.

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This month's cover features Delaware's Governor, J. Caleb Boggs; the "First State's" Great Seal; and its historic State House. The latter, completed in 1792, is one of the oldest in use in the country and includes among its documents the original deed granted by James, Duke of York., to William Penn. Delaware is known as the "first state" because on December 7, 1787, its General Assembly was the first of the 13 original states to ratify the U. S. Constitution.

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

American Vocational Association, Inc.

The American Vocational Association advances American education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full time and part time programs in these fields; agriculture, business, distributive, home economics, industrial arts, trade and industrial, rehabilitation, and guidance.

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604 Medical Arts Building
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Guest Editorials

From Delaware's Governor . . .

ONE OF THE GREATEST responsibilities and wisest investments of our society is education. Vocational education is an essential and integral part of Delaware's program of education. It is broad and comprehensive and includes selected organized experiences which prepare an individual for responsibility as a useful and self-supporting citizen.

Vocational education is intended for everyone in our democracy and primarily dedicated to the purpose of preparing people, youth and adults for profitable and efficient employment. It must be education for living and preparation for earning a living. Both are important and necessary as education cannot be measured in terms of credits, diplomas or degrees.

Delaware citizens are proud of their program of vocational education which covers the following fields of service—agriculture, homemaking, business, distributive education, trades and industries, rehabilitation and guidance. However, the vocational offerings in trades and industries in certain areas are still inadequate and I trust that I can have a part in assisting in the further development of this program in lower Delaware during my term of office.—*J. Caleb Boggs, Governor of the State of Delaware.*

From the State Superintendent of Public Instruction . . .

THE PROGRAM OF VOCATIONAL EDUCATION in Delaware has been properly assessed as second to none. This excellence is the result of philanthropic efforts in the early stages of development as well as the growing legislative awareness of the objective that everyone who needs and wants vocational training in the public schools should have the opportunity. To say the ultimate in opportunities for every boy and girl has been reached would be an untruth, but to reiterate that goal as a constant reminder that much still remains and always will remain to be accomplished expresses the true force behind the program.

Good programs don't just happen. They are caused by men and women of vision, of indomitable purpose, of profound faith and confidence in their mission. Dedicated members of successive state boards of education and skilled professional workers have served the State for many years and have evolved a vocational educational program of considerable moment and promise. There must always be an individual who above everyone else supplies the drive and direction for a program. *For over three decades Delaware has had such leadership in the person of Dr. R. W. Heim.* As State Superintendent of Public Instruction, I salute Dr. Heim for rendering extraordinary and outstanding service to Delaware in the field of vocational education.—*George R. Miller, Jr., Delaware State Superintendent of Public Instruction.*

From the President, State Board for Vocational Education . . .

DELAWARE CITIZENS HAVE for many decades recognized that every boy, girl and adult needs a kind of education which will not only make him or her a good citizen and an intelligent consumer, but also enable him to become an efficient producer. Today, as never before, our schools provide vocation training opportunities.

The underlying purpose of vocational training is "to fit for useful employment" and is designed for those individuals "who have entered upon or who are preparing to enter upon" the various occupations for which training is provided in the Delaware Plan for Vocational Education. Therefore, the education and training that prepares persons to work and thus provide a livelihood for themselves and their families is vocational education—a program which has always had the wholehearted endorsement of the State Board for Vocational Education.

As President of the State Board, I am very proud of the past achievements and progress that Delaware vocational leaders have made in this important phase of public education and am sincerely gratified that the American Vocational Journal has devoted an issue to "Salute the State of Delaware." I trust that through this national recognition, our program of vocational education will be greatly stimulated and encouraged in its task of preparing vocationally competent workers for the future.—*J. Ohrum Small, President, Delaware State Board for Vocational Education.*

FROM AVA HEADQUARTERS

The JOURNAL proudly salutes Delaware's splendid program of vocational education. Through the years this state and its leaders have played a very important role in the development of a sound, nationwide program of vocational education. We hope you will enjoy reading about the marvelous development of vocational and practical arts education in Delaware.

Vocational Appropriations: As of this writing no hearings have been held and none scheduled on the appropriations for vocational education. It is expected that hearings will be held during March. A number of U. S. Representatives plan to testify on behalf of vocational appropriations before the House Subcommittee that handles vocational appropriations.

Recently the AVA sponsored 6 regional meetings—attended by vocational leaders from all states except 9—for the purpose of discussing legislative problems involving federal support for vocational education.

Leaders everywhere are shocked and militant because of the proposed cut in vocational funds, especially in light of the fact that Congress soundly and overwhelmingly defeated such an effort last year. It appears that the Bureau of the Budget is determined to dictate to Congress as to the amount to appropriate for vocational education. Vocational educators and friends of the program are especially disturbed with the proposed small cut of $1,173,261, since no specific reason or justification whatsoever is contained in the President's Budget Message regarding the recommended cut.

Many vocational leaders and friends of vocational education are greatly concerned with the apparent trend of events. This is evidenced by the letter written by Dr. H. M. Hamlin, University of Illinois, to a number of people throughout the country—including several editors of educational and agricultural magazines. A copy of his letter is carried on page 40 of this issue.

Let's Not Become Discouraged: The financial support of vocational education at the federal level is under attack. This does not mean that the program itself is under attack. Last year during the heated debate which took place on the floor of the House when the Barden Amendment—to prevent a drastic cut in federal funds—was under discussion, not a single derogatory statement was made about the program of vocational education. Instead, all who spoke praised it highly, as vital to the well-being of the nation.

We are faced with a desperate fight to prevent the gradual elimination of federal funds for vocational education. Many honestly believe that the elimination of federal funds for vocational education would not harm the program. They do not know that the elimination of federal funds would mark the beginning of the end of a sound nation-wide program. Vocational leaders and friends of the program in many Congressional Districts of the nation have failed miserably in acquainting members of National Congress with the importance of federal funds to the maintenance of an effective nation-wide program of vocational education.

Are you doing your part to help your members of National Congress understand this basic truth? If so, there is no need to become discouraged.

AF of L Opposes Cut in Vocational Funds: George Meany, President of the American Federation of Labor, in a letter under date of December 24, 1953, to Lester Washburn, International President, United Auto Workers of America—AF of L, stated that the AF of L will "wage a fight against any efforts to cut these (vocational) appropriations."

He further stated in his letter: "You may be assured that the American Federation of Labor will do everything possible to expand vocational education and will resist all efforts to hamper this very much needed program for training skilled workers."

We are sure that vocational people appreciate these strong statements of support from Mr. Meany. Through the years the AF of L has played an important role in the development of a sound vocational program. It is encouraging to vocational workers everywhere to know that this important organization is supporting the program and "will resist all efforts to hamper" it.

AASA Supports Vocational Education: At the recent convention of the American Association of School Administrators a resolution in support of federal funds for vocational education and land grant colleges was passed. It is included on page 32 of this JOURNAL. We hope you will bring it to the attention of *your* school administrator and let him know we are grateful for this important endorsement.

Commission on Inter-governmental Relations: On page 33 of this issue of the JOURNAL you will find a brief story regarding the Commission on Intergovernmental Relations. For some time it has been referred to as the Manion Commission. We presume it will take on a new name inasmuch as the President has fired its Chairman, Dr. Manion. His successor has not as yet been announced.

Flemming's UMT Report: Dr. Arthur S. Flemming, Director of Defense Mobilization, has submitted a new manpower report to President Eisenhower in which he pointed out it would not be wise to start a Universal Military Training program at this time.

It is significant that his report advanced the idea that manpower should be thought of not only in terms of numbers but even more in terms of individual skills. He pointed out that there is a growing shortage of men with specialized training and proposed, among other things as a security measure, the development of vocational programs to raise the level of preparation for military and civilian service. In light of this report from one of the ablest men in the national government, the proposed cut in vocational funds makes even less sense.

States Reach Membership Quotas: This issue of the JOURNAL lists for the first time states that have reached 1954 membership quotas assigned by the AVA Executive Committee. We are confident that other states will reach their quotas before the end of the year. The future of vocational and industrial arts education in this country is tied inseparably with the strength of the AVA. Let's strengthen AVA through increased membership.

Program of Work: Shown on page 18-19 of this issue of the JOURNAL is the AVA Program of Work for 1954. We hope you will read it carefully and join hands with all AVA members throughout the nation in helping to see that it is carried out. We believe this is the first time that a definite program of work has been published in the JOURNAL.

—M. D. MOBLEY, *Executive Secretary*

The Journal salutes

Delaware...

and if you'd like a brief refresher on why America is great, look at the accomplishments of 35 years of vocational education in the "first state" —where the philosophy is sound, the program strong, and public service a consistent goal.

THE YEAR 1954 MARKS THE 35th anniversary of the organization of the division of Vocational Education as an integral part of the public school system of Delaware. The spirit and purpose of the Federal Vocational Education Acts under which Delaware inaugurated its program, provided an efficient scheme of cooperation between the federal government and the State of Delaware for promoting vocational education in the fields of agriculture, distributive occupations, homemaking, trades and industry, guidance, and rehabilitation.

The growth of the program throughout this 35-year period has been most gratifying. Among Delaware's greatest resources are her youth. They are the farmers, the merchants, the professional men and women, the scientists, the political leaders, the fathers and mothers of tomorrow. Upon them depends to a large measure the future welfare of the state. Upon the schools, in turn, rests the heavy responsibility of preparing these youth for intelligent civic, family, economic, and social life.

All high schools of the state are now offering some type of vocational education which meets the standards of the approved vocational plan. In this period approximately 142,527 persons have received vocational instruction in day, part-time, evening, and war production training classes, and 3,789 more have been served by the Vocational Rehabilitation Division.

As Delaware marches on—vocational education will continue to meet the needs of its people. It is dedicated to the *philosophy of providing vocational training for life adjustment, which will enable free men to live in security, health, happiness, and contentment.*

Agriculture, as Delaware's most important industry, is demanding higher trained farmers each year. The vocational agriculture program as taught in our high schools has as its purpose the increasing of proficiency in farming through classroom instruction and closely related practical work on the home farms.

The students enrolled in the agriculture course do so as an elective for 2, 3 or 4 years. Since agriculture is an elective subject and primarily planned for farm boys, large enrollments are not expected.

Now that the veterans training program has about been completed, more time can be spent in organizing young farmer groups and adult farmer classes. It is hoped that within the next year considerable progress can be reported in these two areas.

Vocational agriculture department graduates from Delaware high schools now occupy many positions of leadership in our farm cooperatives and organizations, extension department and high schools.

From a small beginning in 7 high schools in 1918, the program has expanded until it now is in 24 of our 29 high schools, outside of the City of Wilmington. From an all-day enrollment of 87 in 1918 it has grown to 927 in 1953.

Since the end of the second World War, 14 school districts have built new classrooms with connecting farm shops, at an average cost of $52,000.00. Due to be completed during the school year of 1954-1955 are at least 3 more units. Truly the vocational agriculture building program has come a long way in the past 8 years and Delaware is proud of these fine physical plants.

Recently a study was made by Samuel Simmons, agriculture instructor at the Alexis I. duPont School, in cooperation with the State Department of Public Instruction, on a follow-up of boys receiving the State Farmer Degree. Results showed that of the 213 boys receiving the degree 19 were still in school, 22 in the armed services and 5 deceased. Of the 167 remaining 98 or 58 per cent were farming either as owners, partners or renters and 23 or 13 per cent were in allied agricultural positions such as county agents, agriculture teachers or farm cooperative managers. The report also showed that 18 per cent of the boys had gone to college and taken further work in agriculture.

The report also showed that the average Delaware State Farmer is engaged in farming on a general farm of about 200 acres and his principal livestock interest is dairying. He is 27 years of age, married and has 2 children.

With Delaware ranking in the top bracket in broiler raising it is only to be expected that many boys follow in their dads' footsteps, and since buildings are available they have broilers as one of their projects. Last year the boys raised 137,343 broilers for a net profit of

$28,027.42. In livestock, dairying took second place with a net profit of $25,737.40. These two were followed by laying hens and swine.

Of the crops, field corn was the major enterprise with 1,032 acres showing a net profit of $49,495.17. This was followed by soybeans, then small grains and tomatoes. The total net profit for all projects was $141,366.12. This included a total of 2,056 acres of crops and 140,719 head of poultry and other livestock.

Due to the demands of the extension service and agricultural related industries, the teacher-training department at the University of Delaware has not been able to supply the number of teachers needed for the normal turnover and new departments. It is significant to note, however, that approximately 65 per cent of the local vo-ag departments have Delaware graduates as instructors.

Delaware's FFA members have recently obtained possession of a tract of land bordering on Trappe Pond, a large body of fresh water surrounded by a luxurious pine forest situated in the south-western section of the state. Many hours have been spent by members from various chapters clearing the underbrush and cutting unneeded trees. The location is ideally situated for the State Camp and before summer begins at least one building will be under construction. For the first few years the boys expect to sleep in tents.

During the years the Delaware vo-ag boys have been members of the FFA, two have held national office and nearly every year members have qualified for regional awards offered by the national association.

Delaware's agricultural program is a credit to the educational system of the state. Adult farmers are willing to try out the suggestions brought home by their sons. They are proud to tell others, "the boy suggested that I try it and it has worked."

Increasingly, farmers are finding it more advantageous to acquire technical and related information on agriculture. As time goes on the all-day, young farmer and evening school groups will increase and further the contributions made by this division. With this training as a background there seems to be no question but that our educational program will assist the students to become the farm leaders of tomorrow.

During the past 10 years Delaware has made tremendous strides in many fields, including those of business and education. Sales volume, production, employment, and population have already increased; and today more than 20 per cent of the working population of Delaware is employed as sales, clerical, and kindred workers. These are the people who are responsible for keeping the records and distributing the goods and services produced by our farms and industries.

In the distributive trades alone the number of employees has increased from approximately 15,000 to more than 20,000 during this period of time. This growth not only symbolizes the economic activity in Delaware, but also focuses attention on the need for trained workers in these areas. In order to meet this need, all public school systems in Delaware have included business education in the high school curriculum. Approximately one-fourth of the high schools also offer cooperative programs in the distributive and office occupations, and adult evening classes are conducted in a large number of the communities. In one center, a one-year adult program leading to a state certificate in distributive education has also been made available. In addition to these formal classes in business and distributive education, some school districts have also initiated special adult classes based on the specific needs of the community.

Scope: In order to meet the needs of students and businessmen in a community, business education courses have been made a part of the curriculum of all high schools in Delaware. In addition, cooperative programs in distributive education are now being conducted in most of the larger high schools in Delaware including Claymont High School, Conrad High School, Dover High School, Pierre S. duPont High School, Howard High School, Laurel High School, Milford High School, Mount Pleasant High School, William Penn High School, and Wilmington High School. Similar cooperative programs in the office occupations are also being conducted in Dover High School, Alexis I. duPont High School, Pierre S. duPont High School, Howard High School, Laurel High School, William Penn High School, and Wilmington High School. Other high schools located in communities which have a sufficient number of industries and business firms to support a cooperative program are making similar plans. Throughout the state business and education are joining hands to help provide such a program.

Organization: The cooperative program in the distributive and office occupations is organized as a regular part of the school curriculum. In distributive education work experience is provided usually in the 11th and 12th years, and in the office occupations it is usually made available in the 12th year only. In each case students receive the theory in the classroom and the practical experience on the job in a selected business firm in the community. The work in the classroom is based on the work in the community. The teacher-coordinator is responsible for coordinating the work between school and community. Among other duties, the teacher-coordinator helps to select students, place them in jobs that are commensurate with their interests, aptitudes, and abilities, and provide the related instruction in the classroom. All students will spend approximately one-half time in school and one-half time on the job. Student deficiencies reported by cooperating employers or detected by the teacher-coordinator while observing the student on the job become the basis for remedial

U. S. Senator J. Allen Frear Commends Dr. Raymond W. Heim

"Thirty-seven years ago the United States Congress and the Delaware General Assembly enacted wise legislation which resulted in establishment of a federal-state-local cooperative program of vocational education in Delaware. For the past 35 years, Dr. Raymond Walter Heim, one of the nation's leading educators, has directed this program at the state level. Under his leadership, vocational education has contributed greatly towards enabling free men to live in security, health, happiness and contentment in the State of Delaware. I salute the Delaware program of vocational education."—**U. S. Senator J. Allen Frear, Jr.**

work when the student returns to the classroom. In this way both the employer and the coordinator assist the student to grow and develop to the best of his or her ability.

Content: Students enrolled in a 2-year distributive education program usually take Distributive Education I (Retailing and Store Operation) in addition to their other required subjects in the 11th year, and Distributive Education II (Salesmanship and Merchandise Information) in addition to their other required subjects in the 12th year. In the one-year program both Distributive Education I and II, in addition to the other required subjects, are taken in the 12th year. Students enrolled in the cooperative office training program, in addition to the required subjects, usually take courses such as General Business, Business Mathematics, Business English, Typewriting, Shorthand, Bookkeeping, Business Law and Economics, Clerical Practice, and Office Practice throughout their high school career.

In Delaware the farm shop, l., plant propagation, below, and vo-ag teacher's guidance, r., are important segments of the fine, vo-ag training program.

Some high schools have developed a 3-year program in which guidance is stressed in the 10th year in an Exploratory Business Education Course. During the 11th year in some schools students may specialize in one of the four major areas—secretarial, accounting, general office practice, or distributive education. Stress is placed on the development of skills, proper job information, and business-like attitudes. In the 12th year emphasis is placed on the cooperative work experience program. All students are placed in a suitable cooperative job in a selected business firm in the community.

Work Experience: Carefully planned and related work experience is the core around which a sound cooperative program operates in Delaware. Each cooperative program is under the direction of a qualified and capable teacher-coordinator; and, over the period of years, Delaware businessmen have become aware of the importance of such a program. Students enrolled in these programs benefit tremendously by receiving the practical experience on the job and the theory in the classroom. This is the type of experience that makes competent workers and good citizens. It also helps business by supplying students who are well trained and have a better understanding of how business functions.

Some of the cooperating business firms in Delaware have made comments such as: "About 15 per cent of our staff are those who came to us for this training and continued on as regular employees. Without exception, the participants have been excellent people, and we have been pleased to work with each of them. We have found the program to be the most effective and at the same time the least expensive of any method that we know of bringing efficient employees, trained for our jobs, in the bank."—Glenn W. Ward, Assistant Cashier, The Sussex Trust Company, Laurel, Delaware.

"The Distributive Education Program offers the future potential in employees to retailers. Its contribution is two-fold . . . a good source of interested, young stock and sales people, several of whom have already proved material for advancement, and cooperative help in grooming these young people while in their first jobs. John Wanamaker, Wilmington, Inc., congratulates the Delaware distributive education program for its fine, increasingly important contribution to the retail field.—Dale O'Donnell, Personnel Director, John Wanamaker, Wilmington, Inc., Wilmington, Delaware.

The cooperative program in both distributive and business education provides students with an opportunity to learn and earn at the same time. Little stress is placed on the earnings of cooperative students since it is secondary to the other benefits that accrue. However, it is interesting to note that during the past school year, 1952-1953, approximately 500 students participated in the cooperative program and earned more than one-quarter million dollars.

The cooperative program in both the distributive and office occupations makes it possible for the schools of Delaware to offer its students a life-like curriculum and provide meaningful experiences to those students who are interested in the field of business. The cooperative program provides youth with an opportunity to grow and develop physically, morally, and emotionally. Students learn to accept responsibility, work with others, and appreciate the importance of being accurate and dependable at all times. Good citizenship becomes a way of life, and students also learn indirectly that man cannot live by bread alone. What's more, they receive the type of training that will enable them to have and enjoy some of the necessities of every-day living.

Factories, warehouses, and barns that are filled to capacity are worthless unless these goods are distributed to the consumer in the most effective way possible. In our nation today, more than 20 million workers are required to distribute these goods. Business and Distributive Education in Delaware is doing its part to supply trained people for this vital and important job.

"The distribution of retail consumer goods is a vital and important part of American life. Thanks to the distributive education program, more boys and girls in high school today are able to secure a better understanding in the selection of their life's work."—W. J. CANNON, JR., Vice President, Bird-Speakman, Inc., Wilmington, Delaware.

Shortly after the Smith-Hughes Act was passed in 1917, 4 schools in Delaware opened homemaking departments with a total enrollment of 116 girls. The second year one more department was opened and the enrollment rose to 151. By 1922 there were 23 departments with an enrollment of 518. From the beginning the program was planned to solve problems of families. The first departments were makeshifts located in the school basement, in rooms outside of the school, and practically any place within reasonable distance of the school where water was available.

When the building program for the schools began in 1922, homemaking departments were put in the school buildings. Gradually the rooms in the towns and basement rooms were eliminated. The policy of housing the homemaking rooms in the school building has continued to the present time when every junior and senior high school in the State has one or two well equipped rooms depending upon the enrollment of the school.

There are at present 55 teachers in 45 schools with a total enrollment of 3,941.

Within the last 3 years 31 per cent of the departments have been relocated in larger quarters in the school, remodeled with up-to-date equipment, or renovated with a combination of new equipment and some of the old equipment modernized. In every school an attempt has been made to combine convenience and equipment for modern methods of teaching, with a homelike atmosphere.

The homemaking program today is planned around the problems which girls and their families are meeting. Experiences are provided for the girls so that they will be able to help parents and other family members solve their problems.

Home experience or projects are an integral part of the program. Each teacher has conferences with the girl at school to help guide her in her choice of a project and to suggest where she might get information to help her work out the project. The teachers also visit the homes to give help with the projects. These visits give an excellent opportunity to meet the mothers and frequently the fathers of the girls. Parents look forward to these friendly visits and often seek advice and help with their own problems. The teacher learns to know the families and the types of homes from which the girls come. With this background of information her teaching is much more practical and really meets the needs of the girls.

The Delaware Association of Future Homemakers of America was organized in the spring of 1946 with two chapters. It has had a slow but steady growth each year. No large or costly project has been supported by the chapters but they have become known in the various schools and communities by their help in local and statewide drives, contributions toward the welfare and happiness of children in State Institutions, and sponsorship of activities in their schools. An unusually interesting project was carried out over a two-year period, to provide money for the education of a Chinese girl in Malaya. With the money she received from the chapters, she was able to prepare to teach and in that way to become self-supporting and give some financial help to her family.

The New Homemakers of America was organized in 1947. Every school has a chapter. They, also, have had a steady growth in membership. They, too, have made life brighter for the children and some of the older folks in the State Institutions. They have always supported the national project. Delaware New Homemakers of America have had several outstanding national officers.

The Women's College of the University of Delaware began to train home economics teachers in 1914, the year it was founded. The University and Delaware State College continue to supply the majority of the homemaking teachers. There have been a few years when the University could not meet the demand.

During the past two years the teachers in the State have been bringing the homemaking curriculum up-to-date. They have worked in committees, workshops, and in Extension Courses offered by the University and are developing resource

This pretty young girl likes business education training. Danny Bennett, DE student, Milford H. S., makes a good sale.

Above, l. to r.: A totally deaf girl, after training in sewing and power machine operation, works successfully in a laundry while an amputee (center) finds a career as a lens grinder and a young girl with a severe heart condition fits into the business world. Opposite: A rehabilitation client, Forrest L. Seeney, is congratulated by Delaware's Governor J. Caleb Boggs. L. to r.: John G. King, Director, Voc. Rehab.; Wm. S. Wilson, Rehab. Counselor; Mr. Seeney; Gov. Boggs; Dr. Ray W. Heim. A heart operation, then barber training returned the client to full social and economic security.

units on 3 age grade levels in the various phases of family living.

The vocational rehabilitation program for the disabled began in Delaware in 1939, and since that time hundreds of persons with various handicaps have availed themselves of the many services which this particular program affords. Through its major services of physical restoration and vocational training, the Rehabilitation Division has shown that, although many people have physical handicaps, they are not necessarily vocational ones. All persons with disabilities have some vocational assets and abilities which can be utilized advantageously in suitable employment.

As examples, a young man with a serious heart condition and unable to leave the home is now working in his room doing negative retouching; a woman with severe arthritis of 20 years' duration is working as a seamstress in her home; a man paralyzed from the waist down and bedridden for many years now operates a small machine shop; another person with tuberculosis, trained through correspondence courses in radio repairing, has his own radio repair shop.

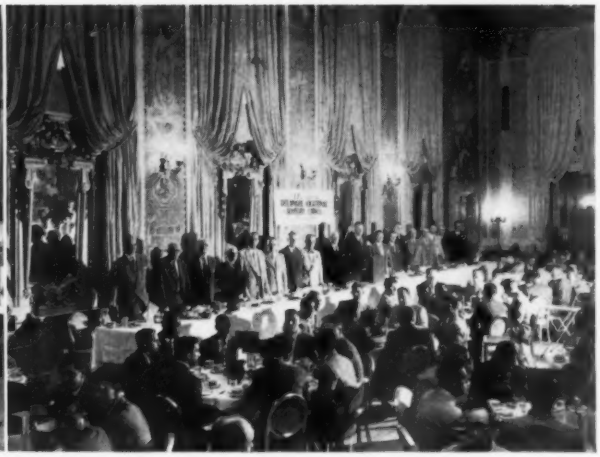
Since Delaware's growth and progress in vocational rehabilitation has been particularly notable during the past 5 years, a few relevant facts and figures are presented here. The 5 fiscal years, July 1, 1948 to June 30, 1953, show a total of 2,153 disabled persons rehabilitated into satisfactory employment. When first referred to the Rehabilitation Division and contacted by staff members, 82 per cent of them were unemployed, dependent upon other members of the family, on friends, or on the State. The average wage of these rehabilitants before rehabilitation services were given was $4.83 a week; the average wage after services were provided and the persons placed in employment rose to $39.58 a week.

As rehabilitated, working members of their communities, these 2,153 persons, if they worked for only one year, would have earned $4,362,198! This figure is based on the wages which they received at time of closure and does not take into consideration any subsequent wage increases. This constitutes a net gain of over $4 million in the State's purchasing power in the first year after rehabilitation, and, these men and women are now not only self-sufficient, but paying their share of Federal, State, and other taxes.

During this same 5-year period, 259 of these cases at time of referral were on public welfare aid. Most of these referrals came from the State Department of Public Welfare, and it is interesting to note that relief benefits, if continued for only one year, would have amounted to $191,126. After receiving rehabilitation services, they were taken off the relief rolls and their income in one year would amount to $524,496, or 3 times as much as the cost of their dependency. The average rehabilitant in his first year of employment earns many times over what it costs to rehabilitate him; state and federal treasuries benefit from the taxes he pays; the cost of his rehabilitation is a one-time expenditure and not a recurring dependence cost.

From the time of inception of the program in 1939, to December, 1953, 3,997 disabled persons have been re-

Some young artisans in industrial arts hammer out projects.



17th Annual Meeting, Delaware Vocational Advisory Council.

habilitated into employment. *On the basis of rehabilitations per 100,000 population, Delaware has for 7 consecutive years ranked first in the 52 States and territories which operate a rehabilitation program.* In each of these years our State has rehabilitated more than 3 times the national average of rehabilitations.

One of our outstanding cases last year was a 33 year old man with a wife and 8 children to support. Unemployed and unable to work because of a very serious heart condition, the entire family was on relief. Referred to us by the State Department of Welfare, he was provided with hospitalization, surgery, ambulance service, retraining as a barber, and necessary tools and equipment. He has been satisfactorily working as a barber now for almost a year, supporting himself and his family. A letter from the Department of Welfare to our Division contains the following:

"By the end of January 1953 he had progressed so far that it was possible for us to discontinue assistance altogether for the entire family. If Vocational Rehabilitation had not been available . . . it is quite possible that the family would have continued on assistance for approximately 14 more years. If this had happened, an amount somewhere between $20,000 and $25,000 would have been put into his home to help maintain the family at the agency level of assistance. . . ."

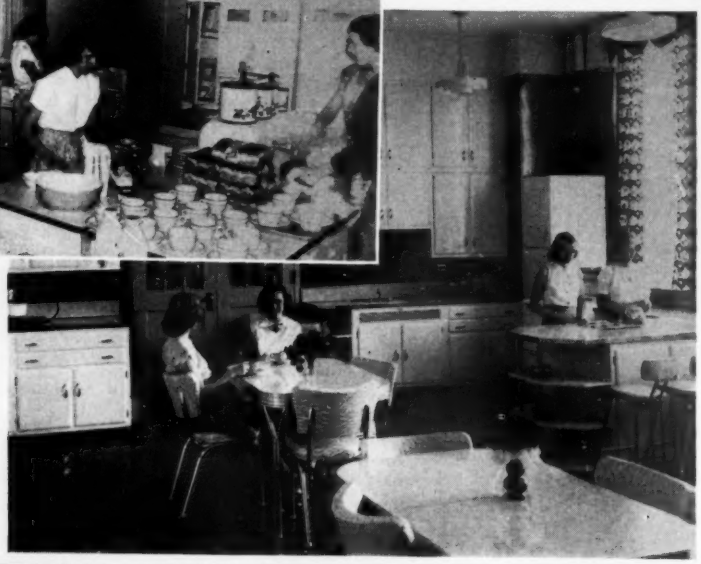
Kenneth C. Lambert, Chief, Division of Public Assistance, Delaware Department of Public Welfare, states that "all of our employees have a working knowledge of the services of the State Vocational Rehabilitation program and we constantly keep this particular agency in mind in referring disabled welfare recipients to them. Our experience shows that referrals to the Rehabilitation Division receive close and immediate attention and we can rely on their staff members to do their utmost in helping the handicapped. The compactness of the State enables our two agencies to cooperate very closely in holding conferences and discussions concerning the eligibility and feasibility for vocational rehabilitation of mutual cases. Since scores of persons who formerly received welfare assistance have been rehabilitated into employment, I need not hesitate in saying that Vocational Rehabilitation plays a most important role in aiding our Delaware citizens in becoming independent, self-supporting taxpayers instead of tax consumers, and is a sound economic as well as social investment."

William A. Hart, Director of Adv., E. I. duPont de Nemours, and member, Advisory Comm., for DE, advises the Advanced Retail Training Class for Store Executives.

Trade and industrial education is offered in many fields of industrial employment in Delaware. The program is primarily dedicated to the purpose of preparing people for profitable and efficient employment and this must necessarily take into account human relationship and preparation for citizenship. It aims to develop intelligent workers and good citizens through training in proper work habits, attitudes, skills and related technical subjects. It is a plan of learning by doing. The program must remain flexible in order to meet the changing needs of industry and of social progress.

During the period of World War II an unprecedented demand was made upon industries for war materials which required the employment of thousands of unskilled workers who had to be trained for specific jobs in the shortest possible time. The trade and industrial division undertook this huge task and enrolled more than 35 thousand workers in Delaware solely for war emergency training in industry. After the war it was necessary to readjust the entire program and begin training veterans for peace-time pursuits. While such drastic changes are most unusual it is an example of the way in which the trade and industrial education program must be prepared to meet the ever changing

Delaware's vocational homemaking departments are well-equipped.



The Brown Vocational School in Wilmington offers radio and electronics shop.

Delaware's guidance exhibit at the White House Mid-Century Conference on Children and Youth was offered in response to requests and attracted attention from interested persons.

Vo-ag students in Delaware have a lesson in dairy breeds.

Left: A master machine shop craftsman instructs a veteran.

Below: Quantity Cookery.

needs of industry. Federal funds provided under the Smith-Hughes and George-Barden acts have been invaluable in enabling us to maintain high standards in this program, even though the amount of reimbursement is not large.

In dealing with day trade instruction as well as apprenticeship we have assumed that this program is a joint responsibility of management, labor and the schools, for they each have a part in its operation. Advisory committees have long been established in Delaware—the first being the Industrial Chemistry Committee appointed in 1923, and this was soon followed by a committee in Machine Shop. These committees have since grown in number until we now have 21 in all including the State Committee. These represent the major skilled occupations in our state. The first joint meeting of the State Committee and all of the craft committees (10 in number at that time) was held December 20, 1926. These committees were in the beginning not necessarily representatives of labor and management but rather included those people who showed enough interest to work with the educational representatives in developing a much needed training program. As the work progressed these committees became more and more representative of labor, management and the schools.

Apprentice training may be carried on in all recognized skilled trades. Programs are approved by the State Apprenticeship Committee for each apprentice. There are approximately 150 occupations on the approved list. It is a full-time employment program and requires 144 hours per year of approved related instruction. All apprentices are required to be registered and they receive a state certificate upon completing training. There are two methods of entering upon an apprenticeship in Delaware: direct employment for out-of-school youth, which requires a full term of 2 to 6 years, depending upon the trade, and vocational school graduates (usually allowed 1½ years on their apprenticeship). The length of all apprenticeships are determined by national standards or by a craft advisory committee. The membership of these committees is composed of equal representation from management and labor.

In the day school instruction attempts are made to discover and make use of the natural incentives of individual interests and aptitudes. The work is largely concentrated in 2 vocational schools in Wilmington; however, one or 2 trades are offered in each of 3 high schools, and in addition diversified occupations programs are operating in four high schools. There are 16 different trades and occupations represented in the day unit trade classes in addition to several scores of occupations in the part-time diversified occupations program. The vocational schools are open to students throughout the state without tuition charge. Free transportation is also provided by the state for students to the centers where they may be enabled to take advantage of the best instruction available.

Dr. R. W. Heim, Delaware's State Director is shown with other State leaders. L. to r.: Dr. Heim; Stuart B. Young, son of the Attorney-General; J. Caleb Boggs, Governor; H. Albert Young, Attorney-General; G. Dan Enterline, State Auditor; and Herbert B. Warburton, U. S. Congressman. All are enthusiastic about their State's ag program.

Most students in the day school are given the opportunity to work on a cooperative basis between school and employment.

Training leaders in industry is an important phase of the trade and industrial program. Conferences are conducted each year for several hundred foremen and supervisors throughout the state. These conferences are held in the plants, in schools or other places where a suitable room is available. In addition to discussing problems of leadership which these people encounter on the job, methods of instruction are also included in the program since it is important that they be able to quickly and efficiently impart information or give instruction to others.

There are 53 volunteer fire companies in the state of Delaware and training is offered in most of these companies every year, averaging between 700 and 800 firemen. In addition to this a short course of intensive training is offered each summer which includes training of instructors.

A program is conducted in 3 centers of the state each year for custodians who are employed in the public schools. This program consists largely of conferences and demonstrations which are conducted by experts in the various phases of building maintenance.

Industrial arts is fulfilling an increasingly important function in our general education program. All high schools in the state are now providing some form of industrial arts shop work. It includes experiences centered around tools, machines, materials and processes of our national economy. It provides the individual student with an understanding of industry and industrial processes as well as aiding him to discover personal aptitudes, interests and abilities. In this respect industrial arts makes an important contribution toward guiding pupils into the proper vocational choices. Industrial arts shops are gradually being transformed from the one activity shop of woodworking into general shops which provide a multiplicity of experiences in wood, metals, plastics, electricity, etc.

After approximately 10 years of preliminary groundwork and planning (1938-1948) by many of Delaware's forward-looking educators inspired by the vigorous leadership of our State Director of Vocational Education, Dr. R. W. Heim, on March 1, 1948, our newest section of the Vocational Education Divi-

They Believe
in vocational education

"During a period of over 35 years, I have been a supporter and promoter along with Dr. R. W. Heim, the Director, of a vocational education program in the "First State" of Delaware.

"Over these years, I have seen developed one of the finest programs of vocational education in America. With the addition of the Vocational Rehabilitation Services in 1939 and a comprehensive vocational and educational guidance service in 1948, Delaware, the "First State," can now rightfully claim a "first in vocational education in the United States."—**M. A. Tarumianz, M.D.**, Superintendent, Delaware State Hospital at Farnhurst.

* * *

"It is, I know, a matter of pardonable state pride to note that Delaware's vocational education program has consistently led in the results it has obtained in developing our greatest resource the human being. This consistent record is a tribute to the dedication of those members of our community who led the way in this work."—**U. S. Congressman Herbert B. Warburton.**

* * *

"Vocational education in Wilmington provides a large number of youth with saleable skills. It prepares them also for living in a modern technical society. It helps them to make personal and social adjustment.

"Good vocational education gives attention to spiritual, cultural and civic values. It seeks the development of the whole student. Through training for employment in business or in trade and industrial pursuits, as well as for homemaking, our program attempts to prepare the student to find success and satisfaction in his life, and to contribute to the progress of his generation." — **Dr. Ward I. Miller**, Superintendent of Schools, Wilmington.

"I have worked quite closely with the vocational rehabilitation program in the State of Delaware for the last 12 years. The outstanding accomplishment of this activity is the very high percentage of rehabilitated citizens which have resulted from the work of this agency. I can certainly endorse their program."—**A. R. Shands, Jr., M.D.**, The Alfred I. duPont Institute of the Nemours Foundation.

* * *

"Home economics holds an important and, we believe, a deservedly popular place in vocational education in all our states. It helps both boys and girls to prepare for life's important role of homemaking and family living."—**Elizabeth Sweeney Herbert**, President, American Home Economics Association and Household Equipment Editor, McCall's Magazine.

* * *

"The value of vocational agriculture in our rural high school program is very essential. . . . At the last session of the Delaware State Grange, a resolution was passed commending the fine work of the vo-ag teachers in our state."—**Paul W. Mitchell**, Member, State Advisory Council for Vocational Agriculture.

* * *

"May I offer my congratulations on the Delaware program to guide and train young citizens in connection with their future in trades, in industry, in business, in agriculture, and in the home. The work of assisting the handicapped is especially inspiring."—**William O. Penrose**, Dean, The School of Education, University of Delaware.

* * *

"I consider that the vocational education program which we are conducting in the State of Delaware one of the finest contributions which we as a state can make to the future welfare and security of our state and nation."—**Delaware's Ex-Governor Elbert N. Carvel.**

sion was established and our present Guidance Services on the state level came into existence. Although a number of our schools had made many provisions for guidance services for their pupils before the state program was established, it is a well known fact that these much needed services came into being at a time when leading educators all over Delaware were asking and looking for this leadership on the State level to make guidance services a vital part of our educational program.

Since the inauguration of formal guidance services in 1948, Delaware has systematically organized materials and means to assist schools providing vocational guidance to students seeking information of, and adjustment to, the agricultural and industrial complexities of the state.

Rapid progress has been made in many areas vital to the establishment of effective guidance for vocational and training services: The number of counselors assisting students with vocational problems has increased six-fold since 1948. The state has establish certification requirements for educational and vocational counseling. In 1951 a counselor training program was established in the State University of Delaware. Today every high school senior has the opportunity of receiving vocational testing and counseling. Recently, an in-service guidance training program has been established, the purpose of which is to provide for students a means of better utilizing the excellent training opportunities offered by the State through the Departments of Home Economics, Distributive Education, Agriculture and Trades and Industry.

Some of our schools are becoming guidance centered schools in which the total school and community resources are brought into cooperative action in making its educational spectrum serve individual boys and girls in accordance with their needs, interests, aptitudes, abilities or disabilities of "all the children of all the people". Provisions are made in these guidance services for utilizing all the resources of the school and community.

Our Delaware Guidance Services as now established is concerned with all phases of a comprehensive guidance service and vocational and educational guidance is rapidly becoming a must and a very integral part of our total educational program in the "first state" of Delaware.

D. E. goes to college!

DE students at the College of William and Mary, Richmond, Virginia, take a 2 or 4-year program of instruction, work experience, and practice teaching which prepares them for jobs as coordinator-teachers and for supervisory positions in distributive occupations.

THERE ARE TODAY MORE than 1,700,000 individual distributive operations in the United States. The alert businessmen among these many distributors realize that both good products and good service are necessary for successful operation, and they look to the distributive education high school programs for trained people. These businessmen not only want trained people, but promotional material for supervisory and managerial positions in their organizations as well. There is, however, the problem of who will train high school students and those people already employed on the job.

Section 2 of the George-Deen Act states that ". . . the sum of $1,200,000 . . . shall be used for the salaries and necessary travel expenses of teachers, supervisors, and directors of, and maintenance of teacher-training in, distributive occupational subjects . . ." [1]

"A designated teacher-training institution may organize and conduct full-time institutional courses, summer classes, or short unit courses for either employed teachers of distributive subjects or qualified persons who wish to prepare to teach distributive subjects." [2]

In the inauguration of distributive education work in Virginia there was a need for training coordinators who would be employed by local school divisions to organize and supervise the program. This need led to the beginning of the School of Store Service Education in 1937. The School, now known as the School of Distributive Education, is a part of the Richmond Professional Institute of the College of William and Mary, located in Richmond, Virginia.

Students enrolled in the School of Distributive Education receive during their 4 years a well-rounded program of work which combines instruction with sales and junior executive laboratory experience in retail, wholesale and/or service establishments, and student teaching. General and professional courses go hand in hand with vocational courses so as to meet the specialized needs of the teacher-coordinator. The students start their specialized training in the freshman year, and many of them secure part-time jobs to make their classes more meaningful. The program is planned so that students wishing to transfer to the School of Distributive Education, from other schools, may do so the sophomore or junior year.

Courses in distributive areas are approached from the 5 functional points of view. All phases of merchandising, sales promotion, personnel, control and operations are covered. The program is flexible so that a student showing an interest in one or more of the functions may concentrate more heavily in that area, while still gaining the overall insight he will need in his career. The School also cooperates with the department of interior design for training in home furnishings and the department of costume design for those interested in elective work in fashion. Specialized courses include Orientation for Employment, Survey of Distribution, Selling Today, Store Organization, Sales Promotion, Display, Fashion Trends and Coordination, Art in Merchandise, Buying Procedures, Merchandise Information — Textiles, Merchandise Information — Non-Textiles, Mathematics of Distribution, Personnel Administration, Management Problems, Merchandising, Retail Research Seminar, Consumer Economics and Consumer Education.

Professional courses offered in the School include Philosophy of Vocational Education, Philosophy of Distributive Education, Organization and Administration of Distributive Education, Workshop in Distributive Education, Directed Teaching Methods, Public Relations in Distributive Education and Supervised Teaching in Distributive Education.

Efforts are made to relate the content of all courses to their application in store situations and to the curriculum offered in the high school classroom.

Admission to the senior year is contingent upon the successful completion of an 8-week, full-time, summer work assignment, which reviews for the student the major functions of a store operation. For the majority, this is a selling experience. It is estimated that the practical information learned while completing such a comprehensive assignment would require several years for the average salesperson to discover. At the same time, these students gain an understanding of the problems high school trainees face while they

[1] *Distributive Education, Organization and Administration;* Vocational Division Bulletin No. 211; Federal Security Agency, U. S. Office of Education; 1940; Washington, D. C. Page 1.

[2] *Ibid;* page 40.

are enrolled in the DE course. Inasmuch as the DE coordinator has the responsibility for both high school and adult training classes, the senior program of study is planned to emphasize the training needs of both the employed distributive worker and the high school cooperative retail training student. A set schedule is maintained and is continuous from September to June.

FIRST SEMESTER

Philosophy of D.E.	1
Consumer Economics	3
Display	1
Personnel Administration	3
Directed Teaching Methods	3
Supervised Teaching in D.E.	1
Merchandising	2
Management Problems	1
Retail Research Seminar	2

SECOND SEMESTER

Organization & Administration of D.E.	1
Public Relations in D.E.	1
Consumer Education	3
Personnel Administration	3
Directed Teaching Methods	3
Supervised Teaching in D.E.	1
Merchandising	2
Management Problems	1
Retail Research Seminar	2

However, the senior year does deviate from the usual semester plan. There are 2 off-campus work periods and the instructional program is built towards these by dividing the school year into four blocks of concentrated study. Thus, learning in the classroom becomes immediately practical in each of the off-campus training situations.

In the first block, a study is made of the supervisor's responsibility for handling merchandising, promotional and personnel problems. Students also observe adults in training classes and prepare reports on observations made on field trips. Training meetings for Richmond area high school students who will work part-time during the Christmas season are conducted by seniors from the School of Distributive Education under the supervision of the city supervisor for DE and mark the beginning of several out-of-school training opportunities opened to them.

All senior classes stop in the middle of November, when the students go out for a full 6 weeks laboratory experience in selected stores in Richmond or other cities in the state. This experience is a part of the teacher-training program, since the students are assigned to supervisory positions. Here they can develop a sense of observation and an awareness of the problems confronting management, supervisors of cooperating high school students and DE coordinators. The students also have an opportunity to put into actual practice the training and supervisory techniques used in store and classroom situations by the high school coordinator.

The second block (in the month which follows the Christmas experience), is spent in evaluating the laboratory period and determining needs for further training of a professional and technical nature. Individual counselling and guidance is given to help the student to direct his thinking and planning for the future. Also, during this period, the teacher-trainee develops a practical philosophy for the cooperative retail training program based on the study of the state plan, community survey techniques, the need for lesson planning and actual observation in DE classrooms.

The beginning of the second semester, or third block, is primarily an intensive training in methods of teaching and practice in teaching before the group. Training is offered on methods suitable for use in the classroom, and the coordination of course content with student experience. Students are encouraged to develop original material and to use a variety of aids and techniques in presenting their material. Also, during this block, the teacher-trainee studies the organization and operation of the DE program on the community level. Speakers and field visits give the students an understanding of the integration of DE with the total school program.

Early in March, for a 3-week period, students go again into the field. Those students who evidence maturity, professional attainment and personal traits required in teaching are placed as coordinators-in-training and are supervised jointly by the School and a qualified DE coordinator. The student-teacher is responsible for teaching DE classes in high school, conducting interviews, coordinating classwork with store work, assisting in adult classes and sponsoring the DE Club. A student who, in the opinion of the faculty, is not ready for referral as coordinator-in-training is given an assignment in practical research under the supervision of one of the local stores.

During the fourth, and last, block the teacher-trainee evaluates his classroom and laboratory experiences. Individual help is given by instructors to strengthen weak points observed during the coordinator-in-training or research assignment period. Courses which have been curtailed or omitted from the third block are resumed. Students, through conference techniques and project assignments, now serve as classroom assistants and are helped to approach problems from the point of view of the coordinator, who serves as personnel director for the community.

Field observations in diversified areas of distribution and guest lecturers, representing specialized distributive functions and educational services, enrich the curriculum and bring first-hand information to the studentes. Case studies and application assignments replace the traditional, theoretical examination and emphasis is placed throughout on judgment tasks and putting theory to work.

The faculty of the School of Distributive Education conducts and carries on in-service training as well as teacher-training. The teacher-trainer and members of the staff cooperate with the state supervisor of distributive education and the area supervisors, so that a vocationally sound training approach will always be used. The School sponsors an annual conference and workshop sessions are supplemented with individual conferences. Throughout the year the staff serves as consultants for new materials and methods, visits local programs and interprets distributive education to civic, trade and professional organizations.

Also at the Richmond Professional Institute, the School of Distributive Education conducts a 2-year, cooperative part-time, terminal training program. The 2-year program is designed for students who will enter a distributive occupation at the end of their studies. The calibre of work in the retailing courses is geared to the 13th and 14th years; that is, greater than high school, but less than college level. In addition to the cooperative courses, the students take regular college classes and are eligible for a certificate in retailing at the end of the two years.

Under the cooperative work-study plan, students attend classes in the mornings and work in local stores and distributive businesses during the afternoons and on Saturdays. The schedule may also be set up so classes are held 3 days a week, and the student works on the alternating days. They are paid for their work at the prevailing wage rate.

The coordinator of the 2-year program parallels the work of the high

school coordinator from the standpoint of curriculum covered, DE Club activities, and organization and administration of the program. The coordinator also teaches at least one class in the degree program and acts as a critic teacher during the practice teaching period. With this arrangement, there is, at the college level, an actual cooperative, part-time program paralleling that of the high school. Therefore, students in the teacher-training program may observe the cooperative program daily and participate in club activities.

The first year cooperative course is approached from the point of view of the customer and the salesperson. The second year is approached from management's point of view. Students bring into the classroom situations encountered on the job, and a study is made of all current problems which affect their work. Speakers from local stores, as well as individual projects done by the students, help to tie together the material covered in the classroom with the work done on the job.

Job placement is arranged with each student by the coordinator of the cooperative program. The student is required to work a minimum of 15 hours a week in an approved training situation. The job may entail selling, non-selling or both in a department, variety, chain or specialty store, or a wholesale and/or service establishment. Each student is rated periodically by his immediate supervisor so he may continue to advance in the field of distribution.

Yes, DE goes to college in Virginia. The fact that there are only four members of this year's DE "family" who have not graduated from, or taken some graduate work, at the School of Distributive Education is proof of this. However, the School does not accomplish its objectives alone. Recognition must be given to the many contributions and suggestions emanating from the State DE Advisory Committee composed of leaders in the field of distribution, school administrators, the State Director of Vocational Education; the many trade and professional associations that work with the School, and the host of progressive merchants who want trained personnel in their organizations.

by Nancy Vogeley
Richmond Professional Institute
William and Mary College
Richmond, Va.

The planning area—

is the core for all shop experiences

ALL INDUSTRIAL ARTS PROGRAMS should make some provision for a "planning area" which will function as the basis and core for all forms of shop and laboratory experiences. As an integral phase of the total program the planning area of any school shop is essentially comparable to the designing, drafting, engineering and estimating departments of industry all rolled into one unit.

Within this area pupils learn to select and create designs for projects; prepare sketches and working drawings; plan operational procedures and use handbooks, catalogs and other reference materials needed to estimate the material needed and their costs for the production of a selected project. With such purposes in view, it is extremely important that preliminary plans include adequate consideration for this area in terms of the needs of the program to be served.

Actually, planning areas may vary from a single table set aside within the main shop working area to the separate room which is completely equipped as a class assembly area or drafting unit. There are, however, two fundamental types now in common use, namely, the area within the shop and the area adjacent to the shop.

By far the most satisfactory and desirable arrangement is the planning room, which is separated from the regular shop. For supervisory purposes the room should be partitioned with clear vision, non-shatterable glass and should be so located that it is clearly visible from all areas of the shop. The size of such a room should be determined by the size of the class to be served and the type of program offered. In a one-teacher general shop such a room might well become a multiple-purpose area serving as a drafting and demonstration room as well as a planning area for the normal operation of the program.

Where physical limitations do not permit the establishment of a separate room for planning, it is certainly advisable to select some relatively quiet but accessible space within the shop for special treatment. Whenever possible such a unit should be large enough to handle a minimum of one-fifth of the class for planning purposes at any one time.

Regardless of the type of planning area set up there are important units that should be considered in planning the area. These units should be considered: a shop library,

This article is 9th in the current IAPPC series: Principles of Planning Industrial Arts Shops.

a conference or reading table, drawing equipment, including drawing tables, bulletin and chalk boards, display shelves or cases, suspension type ledger size files, file card drawers and storage facilities.

The library unit of a planning area should include bookcases or shelves to hold a variety of reference books related to the various divisions in the shop. The number and kinds of books should be determined by the availability of references in the different divisions, the space

By G. Wesley Ketcham
Connecticut State Supervisor
of Industrial Arts

Top: The reference room, visible through glass partitions, Hopeville High School (Conn.) Shop, is shown (center) as a well organized, attractive area. Bottom: The Stamford, Conn., High School offers a special planning area within its electricity shop, for use by students.

provided and the budgetary limitations of the school. It is reasonable to assume that there should be a minimum of 25 books to start a shop library. New editions should be added, after careful review to determine their value and application to the program.

Additional space in the library should be used for displaying and storing magazines, pamphlets and other forms of related reference materials. Current issues of various shop and hobby magazines should be displayed, and previous issues may be kept in special files or bound by volumes. Commercial, industrial and other forms of educational booklets and catalogs should be filed according to areas in a special section of the library designed for such use.

Furniture requirements for the area will depend upon the size of the unit. Every effort should be made to insure the selection of good quality, attractive and appropriate pieces. Where space is limited tables may also serve for drawing and library work. Chairs should be available to serve the maximum capacity of the area. Storage units to house drawing equipment and paper are frequently incorporated as bases for drawing or layout tables. Because of the nature of the area, units for storage and display should be selected for their multiple use and flexibility. A tracing table or portable mimeoscope is a valuable addition to any planning center and whenever possible equipment for enlarging drawings should also be included.

A case or shelf for displaying finished or sample projects will add to the value and attractiveness of the area. These can often be mounted above a bookcase or a bulletin board. The bulletin board can be used to post notices, sample project ideas and posters related to various allied fields. Several 110 volt electrical outlets should be available for the use of portable equipment and auxiliary lighting. Illumination within the area should meet the minimum requirements normally recommended for drawing rooms.

A carefully planned, well equipped planning room or area will become a valuable teaching medium for the promotion of good habits of neatness, problem solving and critical thinking. It is the one unit within any shop which will help clarify the importance of planning in industry and the interdependence and relationships of all industrial and technical fields.

Iowa reports—

on developing teacher-materials

A QUESTION WHICH EVERY STATE faces is one of finding personnel, funds, and time to prepare the materials needed by teachers. The vision of what is needed to help teachers improve their effectiveness far outreaches the resources. Perhaps a description of how one state has organized itself will suggest possibilities to some other states.

The organization for utilizing resources in Iowa is based on two beliefs: (1) teachers need guides in both curriculum and evaluation, and (2) many persons have a contribution to make to the development of such materials. The present organization has been developing over a period of years, as we learned by experience (sometimes sad) in satisfactory ways of working.

The leadership in Iowa has been taken by the members of the state supervisory staff with the wholehearted approval of the State Director of Vocational Education. In addition, teachers, pupils, city supervisors, teacher educators, graduate students, and specialists in subject matter, curriculum, adult education, and evaluation have made their contributions at various points.

Some teachers serve on the 10-member state curriculum steering committee, but all teachers participate in developing material, trying it out, and evaluating its helpfulness. These processes are carried out sometimes by smaller groups of teachers who have indicated a special interest in a given subject matter area, at other times by a group in one of the twelve districts in the state, or by all teachers. When there is need for research, a random sample of teachers is drawn to help obtain data representative of the state as a whole.

For instance, to study the problems of high school girls in the area of child development, the teachers in a sample of 36 schools administered the inventories to the pupils in their classes. Also when developing instruments for use by teachers to determine how effective their programs are, the preliminary forms are tried out by some teachers. These two illustrations indicate also the points at which pupils have been helpful in the program. City supervisors are represented on the state curriculum committee and participate in groups working on particular areas.

Personnel from the 3 state institutions of higher learning which prepare home economics teachers are represented on the curriculum steering committee; also certain members of these staffs serve as specialists in subject matter, curriculum construction, evaluation, and adult education. As material is developed, the supervisors of student teachers use it in their high school and college classes and participate in determining its effectiveness.

Several graduate students have made contributions through their thesis studies and others doubtless will as materials in other areas are being developed. In child development, the problems recognized by high school pupils and attitudes held by them were investigated by 3 students, [1, 2, 3] and another developed a test of ability to apply generalizations.[4] A research assistant helped to create additional evaluative devices which were tried out in a sample of schools and are now being revised for use by teachers. One of the most recent theses[5] is that relating to the problems and experiences of high school girls in home furnishings. The value of such studies to the learning of the graduate student and the satisfaction to the student of seeing her study put to immediate use are both important outcomes, in addition to their contribution to the state program.

Since a program of this type is based on research, money resources as well as personnel have to be considered. Use is being made of funds available for research from federal acts for vocational education. These are supplemented by Iowa Agricultural Experimentation Station funds from state sources which now support a cooperative project for developing evaluative material for teachers to use in high schools.

Time is a third resource which must be considered; the time of teachers, supervisors, and consultants. Since this program began, only one area of homemaking is given major attention at a time. Family relations, including child development, was the first one attacked. This is being followed by work on housing, then foods and nutrition, and, finally, textiles and clothing. After the material in family relations was developed by a group of teachers, supervisors, and consultants, it was used experimentally and evaluated by all teachers before revision and printing. Each year a teacher may be working in a group to develop material in one subject matter area and also trying out and evaluating material in a second area. Later she may help to revise the guide on which she worked, but at no time is she a member of more than one group. When samples of schools are needed for research, no teacher is drawn in more than one sample each year. If several studies are undertaken, each time the names are drawn the list of teachers available is revised.

The time of the consultants is also spread over a period of years by concentrating on one area at a time. However, they may be giving some attention to a second area by supervising research of a graduate student as a basis for the area to be attacked the next year or two. Or they may be helping some with the final revision of material.

This brief description of the organization being used by a state to achieve its objective of developing material for use by teachers highlights the need for careful planning and for effective leadership in making and carrying out plans.

By Hester Chadderdon and Mattie Pattison, Professors of Home Economics Education, Iowa State College; and Louise Keller, Iowa State Supervisor of Home Economics.

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[1] Connolly, Sylvia P. *Attitudes toward small children reported by girls enrolled in vocational home economics departments in Iowa.* Unpublished M.S. Thesis. Iowa State College Library, Ames. 1950.

[2] Kohlmann, Eleanore. *Problems in child care reported by high school girls in Iowa rural towns.* Unpublished M.S. Thesis. Iowa State College Library, Ames. 1951.

[3] Magsonac, Baldomera. *Factors related to interest in children shown by girls in Iowa rural towns.* Unpublished M.S. Thesis. Iowa State College Library, Ames. 1951.

[4] Peterson, Esther K. *An instrument to test the ability of ninth-grade girls to apply generalizations relating to child development.* Unpublished M.S. Thesis. Iowa State College Library, Ames. 1951.

[5] Busjahn, Selma M. *Problems and experiences in home furnishings reported by Iowa high school girls in vocational homemaking departments.* Unpublished M.S. Thesis. Iowa State College Library. 1953.

1954 AVA Program of Work

Activities of Special Emphasis

ACTIVITIES—GOALS AND OBJECTIVES	MEANS OF ACCOMPLISHING
1. Organizing State Vocational Associations Work toward developing an association representing all vocational divisions or a coordinating council representing all divisions, or an affiliated organization for all divisions in every state and territory by December 1, 1956.	a. Executive Secretary of AVA to contact state vocational directors and other vocational and industrial arts leaders in each state not having state associations or AVA affiliated divisions and encourage them to organize. Progress report to be made at 1954 AVA Convention. b. AVA vice presidents to encourage, in their respective regions, vocational and industrial arts leaders in states where all groups are not organized to establish affiliated associations.
2. Increasing Membership Membership goals by divisions of AVA to be achieved as follows: *1954* *1955* *1956* *Agriculture* ..... 11,000 11,500 13,000 *Business* ..... 800 1,000 1,200 *Distributive* ..... 1,000 1,200 1,400 *Guidance* ..... 500 600 700 *Home Economics* ..... 8,000 9,000 12,000 *Industrial Arts* ..... 2,500 3,000 5,000 *Rehabilitation* ..... 300 400 500 *Trade and Industrial*.. 9,000 10,000 12,000 *Others* ..... 1,900 3,300 4,200 *Total* ..... 35,000 40,000 50,000 Specific quota for each state to be worked out in terms of following goal schedule: *1953—State Membership Status in Terms of Potential* — *1954 Increase Goal* 1 per cent-25 per cent — 20 per cent 26 per cent-50 per cent — 15 per cent 51 per cent-75 per cent — 10 per cent 76 per cent-100 per cent — 5 per cent (Criteria for determining potential members in each state were established at 1953 AVA convention. Potential membership for each state was determined at this time.)	a. AVA Executive Committee to assign goal quotas to states on a potential membership basis as shown in goal column. b. Each member of AVA Executive Committee to be assigned certain states to encourage leaders in the accomplishment of goals. c. AVA membership Kick-Off breakfast with state association presidents at 1954 AVA convention. d. Graph barometer to be run 2 or more times a year in JOURNAL showing state by state progress, and sent to states every other month. e. Offer state and, if possible, city trophies at 1954 AVA Convention for highest membership achievements. Basis of award to be announced in May, 1954. f. Fanfare at AVA Convention Awards Session highlighting AVA membership achievements. g. AVA officers to attend as many state conventions as possible to build morale and membership for AVA. h. Membership committee to continue to develop and initiate procedures for increasing membership.
3. Establishing Teacher Sections for All AVA Divisions Each AVA Division to have a section for teachers with teacher officers to work cooperatively with the vice president representing the division. Such sections to be organized not later than the 1954 Convention.	a. Each vice president concerned to work with teachers and effect such a section for his division providing there is sufficient interest in such a procedure within the division. b. AVA Executive Committee to study and promote teacher welfare activities. Announcement of some specific welfare activities to be made at 1954 AVA Convention.

4. Increasing Public Information and Relations

Increase understanding of vocational education program among organized groups operating on national, regional, state, and local levels. Such groups to include the following:

Agriculture
Industry
Labor
Business
Women's Groups
Distribution
Educational
Others

a. Invite leaders in business and industry to join AVA and attend AVA and state vocational association conventions and local meetings.

b. Invite key leaders to participate in conventions and other meetings.

c. Solicit articles from these groups for the AMERICAN VOCATIONAL JOURNAL. The equivalent of an editorial page or pages to be devoted to this purpose with a proper heading or title.

d. AVA leaders at all levels to attempt to get vocational education articles published in publications of the various groups listed under this item 4.

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5. Establishing AVA Division Policy Statements

Each division of AVA to establish a policy statement as to organizational set-up and procedures by 1954 convention.

a. Each divisional vice president to present policies to AVA Executive Committee through Executive Secretary. Policy reports to be in hands of Executive Secretary by October 15, 1954.

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6. Assembling and Disseminating Facts on Vocational Education in 1954.

AVA office to assemble and disseminate facts on vocational education in 1954 for all groups who need and can use such information. Such an activity to include promotion of:

Obtaining necessary data to indicate present status and future needs of vocational and practical arts education
Providing for compiling of data
Presentation of data in appropriate printed form
Distribution of data to all interested groups

a. Each state affiliated vocational association be requested to contribute an amount equivalent to 35 cents per potential member to the AVA emergency fund at the earliest possible date.

b. AVA Executive Committee to appoint committees and individuals comprising vocational education leaders from various parts of the country to aid Executive Secretary in the preparation and presentation of needed data and information. (This is contingent on item a above being carried out.)

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7. Increasing Personnel in AVA Office

Obtain much needed additional help for AVA office.

a. Obtain at earliest possible date additional professional help for AVA office. This is contingent in part on item 6a above being carried out.

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8. Studying the Possibilities of Holding AVA Summer Convention

AVA Executive Committee to ascertain the opinion of individual members with regard to holding a summer AVA convention.

a. Executive Committee to appoint a sub-committee to work with committee from NVATA in drawing up a questionnaire to be submitted by AVA Secretary to state associations and affiliated organizations in obtaining opinions of individual members. Suggestions on methods of conducting this survey to be determined by AVA Executive Committee.

AVA Members: Let's plan now to insure successful accomplishment of your professional organization's 1954 Program of Work. Nationwide cooperation can result in dynamic achievement, that will mean professional growth, increased professional prestige for *you!* And vocational and industrial arts education will thereby be expanded as a public service.

If you're worried about failures, drop-outs, or indifference, take some tips from a coordinator who reminds us that

The apprentice needs guidance, too!

By James R. Warden, Coordinator
Apprenticeship Training
Denver Public Schools
Division of Adult & Vocational Education
Emily Griffith Opportunity School

"WE ARE SORRY, BILL, but your apprenticeship is being cancelled because it appears that you are not interested in what you are doing and you don't seem to have what it takes to be a mechanic."

Have you ever had to say this or something like it to an apprentice? If you have, you will realize that these are harsh words. Could such drastic action possibly be prevented through proper counseling and guidance? To determine this, let us review a method by which similar situations may largely be prevented.

An apprentice applicant is just another young man trying to fulfill a personal desire. He may have been motivated toward this desire by any of several sources — family background, experiences in formal schooling, acquaintance with successful persons in a specific trade, hearsay of high salaries, a feeling of romance or glamour connected with a particular occupation, the necessity for going to work, wishing to utilize his G.I. benefits — or other similar stimuli.

It is the obligation and responsibility of vocational educators to be aware of these desires of young men and to be in a position to help them. Usually, the apprentice applicant wants to know how to get started on a bona fide apprenticeship; what benefits are to be derived from learning a trade; what are the "ropes," if any; and for what trade should he apply.

The alert vocational educator should have many points of contact with prospective apprentices as well as those already indentured. These contacts may be with parents, students in occupational classes, high school pupils during career days, contractors or employers, trade unions, members of organized apprenticeship classes, the State Apprenticeship agency, the Bureau of Apprenticeship, State Employment Service, and other like contacts. He should be informed as to sources and methods of occupational testing and have the ability to analyze such data for the lay group. He should be an active member of, or consultant to, local joint apprenticeship advisory committees in order to be currently informed as to the need for apprentices in the various trades in his community.

A desirable preliminary step in the counseling and selection of apprentices is testing. A validated battery of occupational tests, geared to a specific trade, will aid in determining the trainee-applicant's inherent aptitudes, preferences, mental ability level required for the trade, and other essential information.

For the machinist trade, a general aptitude test battery may include tests which attempt to measure the following:

*1. *Intelligence,* which is the general learning ability; the ability to understand instructions and underlying principles; the ability to reason and make judgments.

2. *Verbal aptitude,* which is the ability to understand the meaning of words and ideas associated with them, and to use them effectively.

*3. *Numerical aptitude,* which is the ability to perform arithmetic operations quickly and accurately.

*4. *Spatial aptitude,* which is the ability to see objects or forms in space, and to understand the relationships of plane and solid objects.

5. *Form Perception,* which is the ability to make visual comparison and see slight differences in shapes or shading of figures.

6. *Clerical Perception,* which is the ability concerned with making visual comparisons.

7. *Aiming,* which is a measure of aiming, or eye-hand coordination which is the ability to control rapid movements of the hand by what the eye sees.

8. *Motor speed,* which is a measure of the ability to make hand movements swiftly.

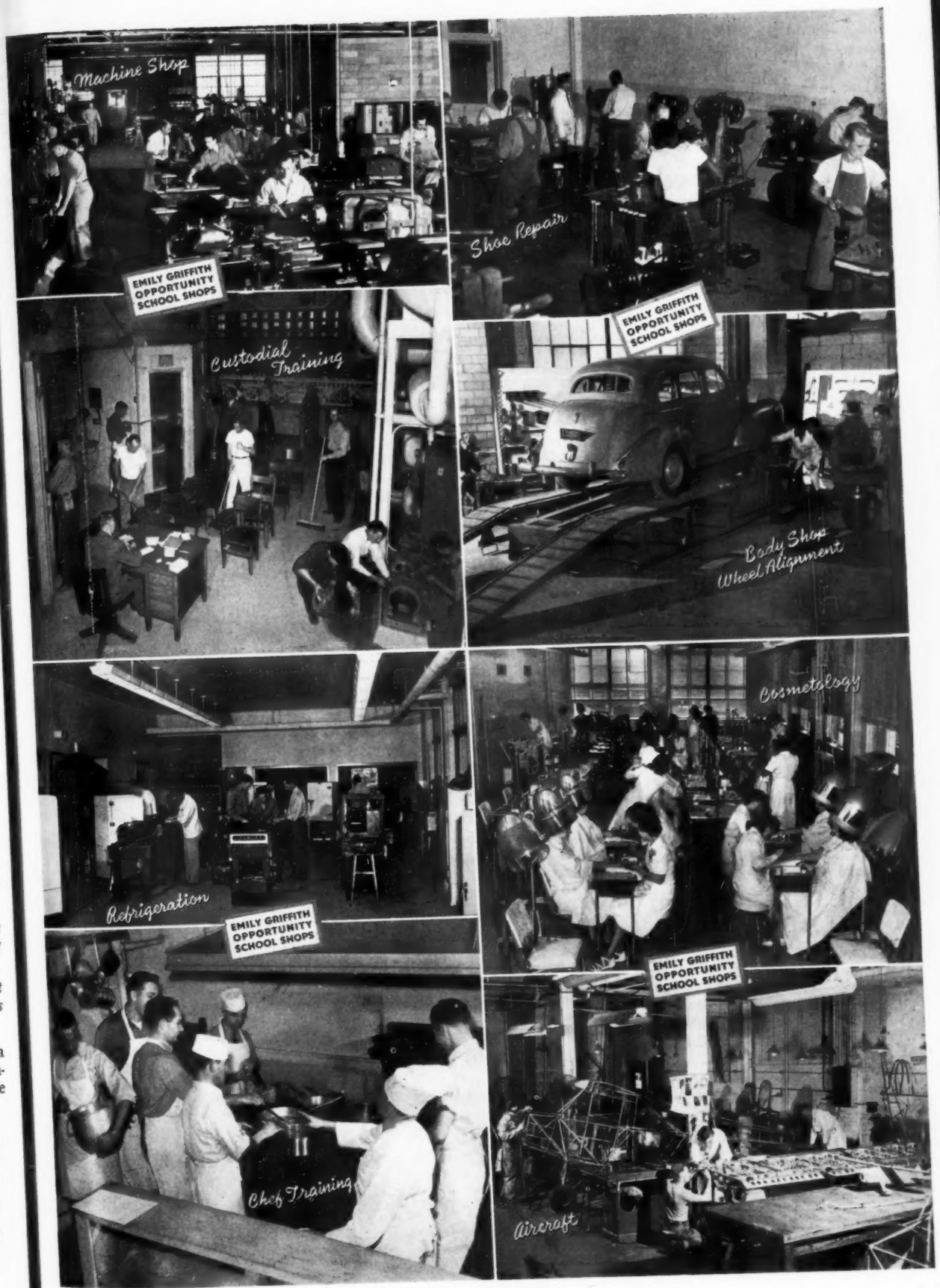
*9. *Finger Dexterity,* which is the ability to move fingers and manipulate small objects with the fingers rapidly and accurately.

10. *Manual Dexterity,* which is the ability to move the hands easily and skillfully.

**A machinist apprentice applicant should make relatively high scores on these particular tests.*

In addition to aptitude tests, a preference record test should be included. This will tend to indicate

Occupational opportunities, available to youth and adults at the Emily Griffith Opportunity School, Denver, Colorado, are pictured on the opposite page. Are the students in your community acquainted with your program offerings?


Machine Shop
EMILY GRIFFITH OPPORTUNITY SCHOOL SHOPS
Shoe Repair
EMILY GRIFFITH OPPORTUNITY SCHOOL SHOPS
Custodial Training
Body Shop Wheel Alignment
Refrigeration
EMILY GRIFFITH OPPORTUNITY SCHOOL SHOPS
Cosmetology
EMILY GRIFFITH OPPORTUNITY SCHOOL SHOPS
Chef Training
Aircraft

an interest pattern of the individual, which should be similar to those of successful journeymen in the machinist trade.

The foregoing battery is not only a selective device, but helps the applicant in visualizing his chance of success in a particular occupation. It should be remembered that tests are not conclusive, but are only indicative. Often, this preliminary step will point out strong characteristics in an occupation other than the one in which the boy thinks he is interested. Should the tests indicate average or high scores in the areas necessary for a chosen trade, the next logical step is an interview with the joint apprenticeship committee of that trade.

A typical joint apprenticeship committee, composed of equal representation of employers and employees from a specific trade, is truly representative of that trade in a local community. It is not at all uncommon to find present a total of one hundred to two hundred years of experience when the years of experience of each committee member are added together.

Where, then, is there a better group of practical men before which an applicant can appear for interview and counseling? Where can a prospective apprentice get a more thorough explanation of what is entailed in serving his apprenticeship? The vocational educator, as a part of this group, can render valuable assistance in preparing predetermined questions to be used in interviewing applicants and in interpreting occupational test scores. He should be thoroughly familiar with veterans administration procedures, forms and policies. He should also be informed on deferment procedures as set forth under selective service laws. Apprentices and committee members both require correct information concerning these procedures.

The combination of occupational tests, plain common sense interrogation by the committee, factual answers to the applicant's questions, and a full explanation of an apprentice's responsibilities provides a basis of good counseling and guidance in this situation. Several years of the apprentice's life, financial investment by the employer, hours of school training, and efforts by the committee may all be wasted if the initial selection is not sound.

Many apprentices fail to complete their term of apprenticeship and "turn out" as journeymen. The reasons are varied, but often include loss of interest, the prevalence of more attractive salaries in other fields, family obligations requiring more income, being drafted, exploitation of an employer, and others. It is true that in many instances nothing much can be done to salvage these young men as useful future journeymen in trades already short of skilled craftsmen. However, joint committees and vocational educators can often anticipate the loss of a good apprentice before it actually occurs. This may be done by watching monthly work records and school reports. Any indication that the apprentice is not being given the required variety of work experiences on the job, a decline in rating by the foreman, lack of school attendance, or a lowering of school grades should indicate the need for an investigation. The vocational apprentice coordinator or a subcommittee may make the check-up or the apprentice may be required to appear before the committee. When the facts or reasons are apparent, friendly advice and corrective measures may be instituted through guidance plans. This procedure often isolates real problems that may be caused by employer action or by negligence on the part of the apprentice. Correcting the problem at its root will tend to prevent losing the apprentice.

Some joint apprenticeship committees require apprentices to appear before them periodically. This is an excellent procedure by which continuing guidance can be provided throughout the term of apprenticeship. These visitations must not be "gripe" sessions. The apprentice should have an opportunity to present his viewpoint and offer constructive criticisms. The committee can evaluate his progress through records and interrogation. When the apprentice is definitely out-of-line, his attitude and thinking should be corrected without delay. If he is incorrigible, he should be eliminated for his own good, for good of the program and as an example to other apprentices.

During the term of apprenticeship, outstanding apprentices may be given leadership responsibilities. These are construed to mean: aiding the class instructor in instructing slow-learners, becoming officers in apprentice union groups, and acting as apprentice representatives on apprenticeship committees. Needless to say, careful consideration must be given before such delegation is made. Proper counseling should be given the chosen apprentice. He must be made to realize the importance of his new responsibilities, that he is not to be a show-off, that it is part of his training to be a good citizen, and that he is fortunate in being selected.

Here's the 3-star program: good selection techniques, continued contacts, and conscientious follow-up.

High school graduations are called commencement exercises. Apprentice graduations are called completion ceremonies. The term completion is a misnomer. Actually a person never learns a trade, he just grows old at it. Here again is an excellent opportunity for further counseling. Leaders at apprenticeship completion ceremonies should not miss this opportunity to give future journeymen a charge as to their responsibility in assuming the new status. They are going to be future class instructors, to train apprentices on the job, to be committee members, to be foremen or employers, and to be contributing citizens of their community.

The foregoing is somewhat of a format which may be in practice throughout our country today. This procedure of apprentice counseling and guidance should be extended to meet more adequately the needs of our younger generation. Every youngster should have the opportunity of being exposed to industrial and related subjects from kindergarten through the twelfth grade. K-12 programs for mathematics, English, science, etc. have been developed for general education. Why, then, are K-12 programs not desirable and necessary for industrial education?

Only a small percentage of high school students continue on through college for professional training. The greater percentage filter into business and industry. If this majority group could have proper guidance and counseling through their formal education, they would be greatly benefited.

In summary, the program of apprentice counseling and guidance involves the best practices of good selection techniques, planned points of contact and follow-up with the apprentice during training. The acceptance of responsibilities for guiding and training other apprentices by the new journeymen is an all important aspect of a continuing program.

Not the house that Jack built—

but a department developed from the planning experience of experts is today's rigid requirement for business training centers.

ONE OF THE MAJOR responsibilities which must be assumed by the business education division in any State Department of Education is to provide guidance and direction in the planning, layout, and equipment for business education departments. Education for an ever-changing society must be dynamic and school design for business departments must keep abreast of, and if possible somewhat ahead of, immediate needs. This is very important because the community plans a building not for 5 or 10, but for perhaps 50 years. Hence, foresight is imperative in locating and planning school buildings to fit contemplated trends in student population, educational program, and community service.

In the past 50 years enough experience with business education classrooms has been accumulated, recorded, and critically scrutinized to bring a vast fund of resource material to be used in planning better and improved functional business departments. While the school plant is usually considered a community problem, developments within the past two decades have also created a state responsibility that cannot be overlooked or minimized. The school plant has no meaning apart from the instructional policy it translates into practice. Functions of departments of education in local building programs differ in the various states, depending upon state law. Usually the department has some responsibility for interpreting and enforcing minimum legal requirements to promote good educational practices. The trend in the duties and responsibilities of state directors of business education is to act in a consultative and advisory capacity on details for those districts and their architects seeking such services, leaving the responsibility for final decisions to the local board of school directors. The state supervisor of business education is the logical person to provide these needed consultative services for curriculum and school plant problems. The office of the supervisor should be the storehouse where can be found the latest materials, research, and information concerning functional layouts and facilities for business education. It is to be assumed that the director is a professional business educator with considerable experience and training. He should have acquired a technical understanding of business education at all levels and be familiar with the needs of various types of communities found in the state.

Architects planning secondary school buildings will find the specialists in business education in the state department of incalculable assistance in producing a functional design. Because many architects may have a limited knowledge of specialized fields found in a modern secondary school, they must seek advice concerning the amount of floor space needed to provide adequate work stations in rooms used for various specialized business education classes, and the arrangement of such classrooms based upon the present philosophy of business education in the community and the state. Careful analyses of the uses to which the various rooms will be put and the grouping of associated areas, will do much to improve the program and avoid the restricting of future offerings. Progressive state departments of education will have available sample layouts and plans of various units and facilities. These should be considered as suggestive plans to be modified to meet the local school needs. A functional plant is more than a series of spaces, each of which may be satisfactory for its special purpose. The entire department of business education should be comprehensively planned for the program of the school and service to the community in the light of local requirements and conditions.

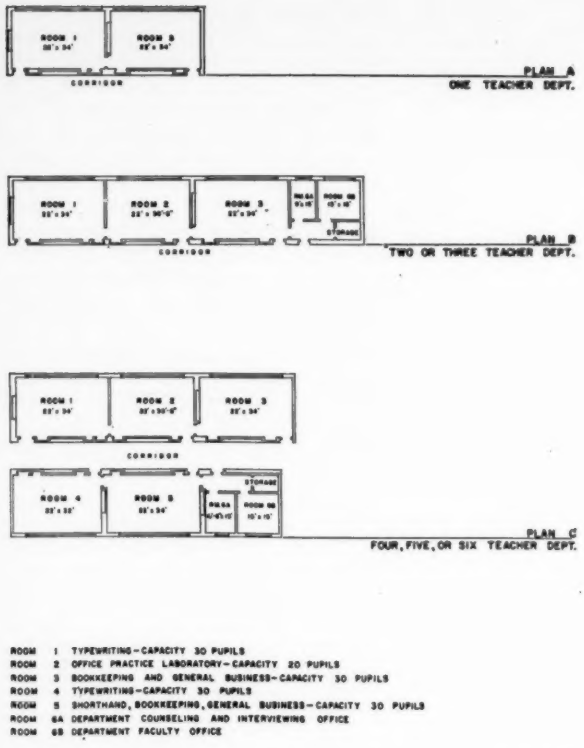
The state department can be of particular value to the small school districts which are limited in specialized local staff personnel, or which cannot employ professional education consultants. This is particularly true in the small districts where the trend is toward consolidation into larger administrative units with one large centralized high school taking the place of several small schools. In many instances there will be no business teachers available to recommend offerings for this new school and to assist in planning the layout and equipment. Even school districts which have some or all of these specialized services should not overlook the valuable assistance available through the state office. Whether state approval of plans is mandatory or not, it is desirable for plans concerning business classrooms to be submitted to the office of the state supervisor in the preliminary drawing stage to be evaluated in terms of meeting the changing needs of business education.

General Principles of Layout

The number of rooms required to house the business education department is one of the first important questions confronting the planners of a new building. It is generally conceded that 40 per cent of the total enrollment of the pupils of a secondary school will take at least one business subject.

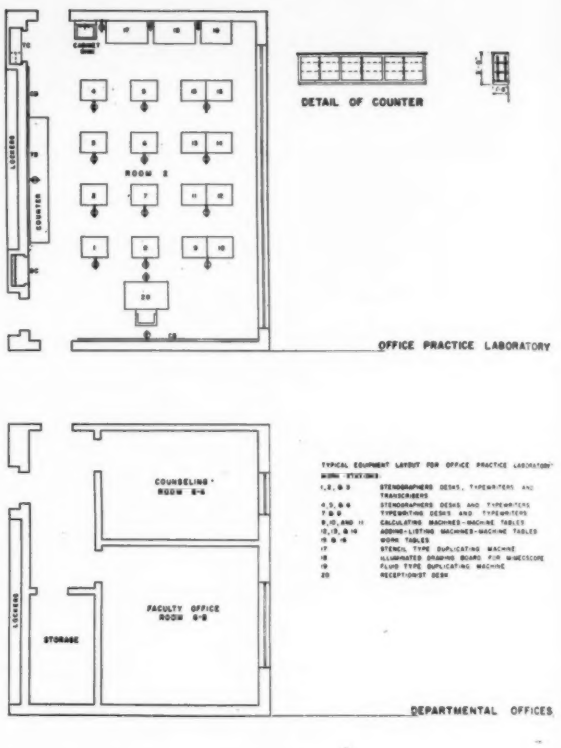
Whether the business education department be small or large, the rooms should be adjoining. If typewriting and shorthand rooms are adjacent to each other, the teaching of transcription will be facilitated. While it is highly desirable that the business department be lo-

By Dr. John R. Haubert, former Chief, Commercial Education Commonwealth of Pennsylvania


PLAN A
ONE TEACHER DEPT.
PLAN B
TWO OR THREE TEACHER DEPT.
PLAN C
FOUR, FIVE, OR SIX TEACHER DEPT.
ROOM 1 TYPEWRITING—CAPACITY 30 PUPILS
ROOM 2 OFFICE PRACTICE LABORATORY—CAPACITY 20 PUPILS
ROOM 3 BOOKKEEPING AND GENERAL BUSINESS—CAPACITY 30 PUPILS
ROOM 4 TYPEWRITING—CAPACITY 30 PUPILS
ROOM 5 SHORTHAND, BOOKKEEPING, GENERAL BUSINESS—CAPACITY 30 PUPILS
ROOM 6A DEPARTMENT COUNSELING AND INTERVIEWING OFFICE
ROOM 6B DEPARTMENT FACULTY OFFICE

BUSINESS EDUCATION DEPARTMENT

SCALE 0 10 20 30



BUSINESS EDUCATION DEPARTMENT

SCALE 0 5 10

cated so there will be a minimum of disturbance from outside noises and the maximum amount of natural lighting, the same claim may be made by all other departments in the school. The business education department believes its claim can be justified by the great amount of paper work required in the teaching of the skill subjects and by the need for undisturbed quiet in shorthand dictation.

Room layout increases in importance as more rooms are needed to house the department. Typewriting and shorthand rooms should be adjoining to provide for quick and easy shifting of classes from shorthand to transcription. Typewriting, stenographic office practice, bookkeeping, and shorthand are another grouping combination which has the advantage of transcription ease plus that of making available to the bookkeeping students, in their free periods, the adding and calculating equipment in stenographic office practice.

Good lighting is essential to educational progress. Improving the lighting involves both quantity and quality of light. Elimination of glare and brightness contrasts are essential to eye comfort. *American Standard Practice for School Lighting* for 1948 specifies the maintenance of a lighting level of at least 30 foot-candles in classrooms and 50 foot-candles for typewriting rooms.[1] Adequate and well-diffused light must be provided in business education rooms in order that the necessary copy and drill work may be done with comfort. Light from the left is best in each room except in typewriting rooms, where light is desirable from the right because of the position of copy.

Business and industry are becoming increasingly aware of the part color plays in the daily efficiency of the worker. There is a decided lag in the application of this knowledge to the classroom. Properly balanced color and light tend to develop more alertness and enthusiasm, lessen fatigue, and induce better care of the building through greater pride on the part of pupils and staff. There is some question whether a business department in a school can go as far as business has gone in color selections and decorating. Certainly the colors used should be cheerful, diffuse light, and be nondepressive.

Some blackboard space is necessary in each business education room. Special needs of the various subjects must be studied in order to make provisions for adequate board space as well as to avoid installing costly boards which will not be used. It may be advantageous for certain business education rooms to have blackboards ruled—such as ledger and journal rulings for bookkeeping, and lined boards for the school shorthand class.

Adequate bulletin board space should be provided for each room. For most effective use by pupils, the bulletin board should be advantageously placed in plain view and be easily accessible. The kind of material used should be durable, resilient, and self-sealing.

Storage space is necessary for each business education room. The type and amount of supplies, frequency of their use, and accessibility have a bearing on the kind of storage space selected. Book shelves are needed to care for reference books and the library of the class using the room. Certain business courses will need files for their classroom work.

The increased use of audio-visual aids requires the installation of an electrical outlet in each room. Additional outlets must be provided to

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1 Illuminating Engineering Society, *American Standard Practice for School Lighting*, 51 Madison Avenue, New York 10, New York, 1948, p. 13.

take care of present and future needs. The nature of the work carried on in the room will determine the number and placement of these electrical outlets. Office practice, with its many electrically operated business machines, requires a large number of them.

Provision should be made for office space for the head of the business department or director of business education. In addition to the usual desks and chairs and other office equipment, there should be sufficient filing space for instructional materials, pupils' records, placement and follow-up data, and business information concerning the community. Telephone connection should also be provided for the business education office.

In the small secondary school with a one-teacher business education department, there is need for a combination room where social business subjects as well as skill subjects can be taught. Sixteen to 20 typewriter drop-head desks can easily be accommodated in a full unit room. The use of this type of equipment makes possible the meeting of the entire classroom needs of the department. A classroom of a unit and a half in size in the one-teacher business department is best for providing enough typewriters for economic efficiency and some space for business machines suited to community needs.

Proper room facilities and proper equipment are essential in the teaching of any business subject. There are subjects taught in the business department which do not require special room arrangement, size, or equipment. However, rooms given over entirely to these subjects may possess certain advantages due to the liberties allowed in arrangement and display. Some of these subjects are shorthand, business mathematics, business economics, business law, consumer education, and general business. Other subjects which usually require specialized rooms are typewriting, stenographic office practice, clerical office practice, economic geography, bookkeeping, and retail selling. Equipment in the specialized rooms must be designed to fit the instructional needs as well as the principles of a modern business office.

Typewriting Room

Experience has indicated that a classroom equipped with drop-head typewriter desks should allow approximately 25 square feet per pupil. A room which will be used for typewriting only can allow less space per pupil if individual desks or tables of the latest style are used. For efficiency of learning and skill development, it is recommended that typewriters be placed on individual desks or tables rather than two or more machines on the same table. Electrical outlets should be provided for the desks where electric typewriters will be placed.

It is questionable whether more than 35 typewriters should be placed in any one room. For beginning classes all of the machines should be of the same make, but the advanced classes should have an opportunity to use two or more of the typewriters commonly used in the employment area. If there is only one typewriting room, the best interests require a variety of standard machines, with the greatest number that of the one most used in the offices of the employment area. It is suggested that rooms be arranged with 4 rows of 7 individual typewriting desks in each row, or 5 rows with 6 or 7 typewriters in each row. All of the machines should be facing in the same direction, toward the demonstration stand and typewriter from which the teacher directs.

Office Practice

The office training classroom for bookkeeping, clerical, and stenographic pupils should be equipped as a business office, because it calls for the functioning of skills in an environment and under conditions approximating those of an actual business office. The idea is to create an atmosphere of reality where secondary school pupils can obtain a knowledge of how a business office operates and how they fit into the scheme of things.

At one end of the office practice room, it is suggested that there be two small offices separated from the rest of the room by partitions or a counter with supply cabinets and drawers. One can be used as an entrance as well as a reception room. The other may be used by the head of the department or the teacher.

The major portion of the room should be divided into various learning areas, with each type of business machine, calculator, and equipment having its section and all makes of one type grouped together. There are many types of office machines used in the business office. The school must carefully select types and models found most frequently in use as determined by two studies—a community survey of the employment area, and a follow-up of the graduates. Business does not expect the school to develop highly skilled operators, but it does require workers with a background of basic knowledge which will enable them to improve their skill and increase their efficiency on the job. The "rotation" plan of training in which the students rotate from one type of machine to another seems to offer the best method of instruction.

Modern business necessitates that almost all schools provide instruction in the following office machine section: duplicating – stencil, fluid, and duplimat; ten-key listing machines; full-bank listing machines; rotary calculators; key-driven calculators; small desk-model bookkeeping machines; transcribing machines, filing equipment; typewriters—electric, wide carriage, and noiseless; and miscellaneous equipment based upon local needs.

It can be truly said that a plan for a business department is of little value without a practical program for replacing business machines and other equipment and furnishings. Administrators and boards of education should adopt a plan for purchase and replacement programs in order to avoid large expenditures in any one year because of equipment that has become obsolete. It is recommended that office practice equipment be purchased and replaced on a 10-year program, with typewriters on a 4-, 5-, or 7-year plan. The time for replacement will of course depend upon the extent to which the typewriters are used.

In summary, better classrooms will be designed and better use will be made of the facilities provided if those who work in the classrooms and buildings after they are built will seek the advice of the state supervisor of business education in the planning process.

Better classrooms mean better use and better use means better training. Business education supervisors are ready—and prepared—to help in the achievement of the ultimate goal.

...ever build a park?

A vo-ag department becomes conservation conscious and guess what happens? A community, once poor in natural resources, takes a new lease on preserving and developing the good gifts of Mother Nature!

IN THIS DAY of extravagant uses of our resources both for individual and world-wide purposes, it seems pertinent to give some thought to the future and to conserve, even at the possible expense of being classified "conservative."

E. Vail Sheldon, vo-ag teacher in Norwich, New York, personally planned and put into operation the conservation program that is described here.

One of the 6 major *Educational Objectives in Vocational Agriculture* is: "To conserve soil and other natural resources." Though conservation has been one of our major objectives for more than 10 years and much pertinent information and valuable services have been available to vo-ag leaders and teachers, how much is taught through our courses for boys or through our special programs for adults?

Instructor Sheldon asked himself this question and as a result he can today show you what he has done about it. He would rather let you see the physical proof in the interesting and beautifully landscaped home on a hillside between his school and his conservation project in Chenango County. Instead, a word picture of his accomplishment is presented.

The Need in the Norwich Area

The Norwich City School District is located in approximately the center of Chenango County in New York State and enrolls about 1700 resident and non-resident pupils.

To understand the need for conservation practices in this area, one should visualize the topography and soils of the county and school area. Chenango County is part of the great plateau region of southern New York State, characterized by deep valleys, steep and eroded slopes, terraces, gently undulating uplands and rounded hills. The Chenango River flows through the district. Many of the hills on the plateau regions surrounding this river are 800 to 1000 feet above the valley floor, with a total elevation of 1600 to 1900 feet.

The soils reflect the action of glacial deposits and vary from the relatively deep, fertile Wooster and Ontario series to the Lordstown volusia areas of low fertility.

The Land Classification for Chenango County ranges from the lowest in Land Class I to the highest in Land Class VI. Approximately 45 per cent of all land is classified in the two lowest classes.

The Norwich school area is a "dairy" region with some 396 farms supporting 9800 dairy cows and comprising 58,800 acres, of which approximately 70 per cent is in woodland, idle or pasture land.

As most of the area was once wooded, considerable land was cleared which has proven unprofitable for the production of cultivated and hay crops. This land is often abandoned or growing up to weeds, brush and inferior trees.

The Chenango River once furnished an abundance of food to both Indians and white men, but is now often just a muddy, polluted stream, unfit for the production of our game fishes below the city of Norwich. Many of the smaller streams dry up during the summer months though they are raging torrents in the spring or after heavy rains.

Of the game birds and animals, only the white-tailed deer has been able to maintain or increase its numbers. The others have diminished because of lack of a proper food supply, cover, breeding places, or water.

Truly, the need for more conservation in Chenango County is apparent.

What is being done, and what are the needs? First, one must realize that 45 per cent of the county is best suited for growing trees and recreational purposes. This means that the emphasis in these areas should be on forest, wild life and water conservation.

Legislation for Conservation

To help make and keep lands of the above type productive in furnishing timber, pulpwood, and other forest products, the New York State Legislature, in 1946, passed the New York Forest Practice Act.

This law provides for setting up definite standards for the practice of forestry on privately owned woodlands in the state with the assistance of the State Conservation Department. As of June 1, 1951, in Chenango County, only 164, or 6 per cent, of the farmers in the county had taken advantage of this act, though some 47,726,000 trees have been planted. The Soil Conservation Service has been active in Chenango County since 1941. As of June 31, 1951, 552 farmers, or 19 per cent, had enrolled and received assistance from this agency. The Extension Service and Production and Marketing Administration have furnished some assistance to farmers in conservation practices. The young people have not participated to any great extent in conservation. It is estimated that vocational agriculture classes in the county devote less than 5 per cent of their time to actual conservation units.

From the above information, it is obvious that few farmers are carrying out an over-all conservation plan for their farms, even though many agencies are available to assist in this work. The young people are not learning conservation practices.

Many fine examples and facilities for teaching conservation are found in the Norwich school area, but these facilities, for the most part, were scattered.

Dr. E. R. Hoskins
Assistant Professor, Agricultural Education
Cornell University, and
E. Vail Sheldon
Vo-Ag Teacher,
Norwich, N. Y.

Opp.: Vo-ag students, Norwich, work with enthusiasm to improve the first acre wood lot of their park in Chenango County.

Plans for a School Conservation Laboratory

Norwich now has an outdoor laboratory, Hillcrest Conservation Park, which should develop a conservation awareness in a large number of young people and teachers.

The general requirements for a conservation-recreation project area were established in relation to 4 standards:

The project area should be within walking distance from the school.

It should be of sufficient size—at least 15 acres.

It should furnish a variety of facilities for teaching many phases of plant, water, wild life, and soil conservation.

It should provide, eventually, several opportunities for outdoor recreational activities.

How can a school obtain the use of such an area? The area may be purchased, as in Norwich, or leased on a long-term contract. As the Board of Education is responsible for any liability resulting from use of the area by students under supervision of a teacher, the title or lease should be in the name of the Board of Education, so that proper liability coverage may be obtained.

With the foregoing criteria in mind, the agriculture teacher began to look for land (in 1949) which would meet the necessary requirements. A tract of approximately 20 acres was located. The idea was discussed with the superintendent of schools, and the Vocational Agriculture III and IV classes. The Forestry Service and Soil Conservation District aided in forming a proposed general plan for developing the area that was later presented to the superintendent of schools for his comments, suggestions, and approval. He suggested that it be presented to the faculty early in the fall term (1949) to determine its usefulness as an aid in teaching more conservation.

Two meetings were held with the school faculty. The general need for more conservation education was emphasized and the proposed plan presented. Questionnaires were distributed to all teachers as a means of determining their approval or disapproval, with results indicating that the teachers thought more conservation should be taught and that the proposed project would be of considerable help. They were also in favor of the recreational part of the plan.

There was considerable delay in presenting the proposed plan to the Board of Education. This was done in June, 1950, by the superintendent of schools. No vote was taken on the project by the Board of Education.

The general idea and plan were kept alive by a few teachers and students during 1950 but official action was not taken. During the spring of 1951, a tract of land of 53 acres, adjacent to the originally proposed area, was offered for sale at $5 per acre. Renewed interest was aroused and a small committee of 5 teachers and 2 student representatives (Student Council and FFA) was appointed by the Faculty Steering Committee to study the possible purchase of the land. The committee met with the faculty and Student Council and found that both teachers and students were in favor of purchasing the tract with money from the Student Activity Fund. It was found (because of legal complications) that the title to the property should be in the name of the Board of Education because of liability coverage.

When the Board of Education was thoroughly acquainted with the proposed plan for the conservation project area they voted to purchase the property and agreed that any future profits could be used by the Student Loan Fund.

Here they learn new practices as they locate the water line for their well planned duck marsh in the conservation park.

Developing the Project

It was recommended that a committee composed of the teachers of high school agriculture, science, and social studies, a junior high school teacher, an elementary teacher, a member of the Board of Education, and a representative of both the Junior and Senior High School Student Councils, should have general control of the conservation project area for its future development and use.

During the first year (1951-52) the Conservation Committee was very active in planning and developing the work and, as the result of a contest, it was named *Hillcrest Conservation Park.*

A joint meeting with the Soil Conservation District and the Forestry Service was held to develop plans for a marsh and pond, trees for reforesting, wild life borders and woodlot management practices. The town highway department improved the logging road to the park. A meeting with the administrators and members of the Board of Education determined general policies concerning the use of the area and a listing of major "projects" for its development together with a conservation reference shelf was added to the school library. Other activities of pupils and teachers included: the formation of a Rangers group of pupils to act as guides and wardens at the park; the development of trails; the improvement of roads; the improvement of a spring as a source of drinking water; cutting and surveying lines through the swamp; the launching of a faculty picnic and tour; a 7th and 8th graders' tour and picnic; and the building of feeding and game shelters.

With the approach of the spring of 1952, the Agriculture Department had improved one acre of woodland and cut brush from the areas to be reforested. Preliminary planning for the pond and marsh had been completed.

Three thousand trees and 2400 shrubs were planted by the pupils, both high school and elementary. Over 250 boys and girls participated in this project, and a few of the ag students served as foremen. The science groups held field trips at the park and 5 elementary classes used it during school periods.

The New York State Conservation Department was approached and a plan for a 3½ acre marsh was developed for approval under the Pitman-Roberts Act.

Dr. Theodore Eckert, Lawrence Hamilton and Wilson Clark, all of Cornell University, were invited to meet with the Conservation Committee and administrators to discuss the inclusion of more conservation education in the school curriculum. As a result, a suggested curriculum for the elementary grades was developed jointly by the committee and additional elementary teachers.

The summer and fall of 1952 saw several major improvements at the park. The Soil Conservation District built a pond of one-half acre and a marsh of 3 and one-half acres. The Board of Education paid $500 for the pond and the marsh is being approved under the Pitman-Roberts Fund for approximately $900. The old road leading to the park was greatly improved by sub-basing two swamp areas with stone, and 91 yards of gravel were spread and graded; the ag boys graded, fertilized and seeded dams and spillways on the pond and marsh; the development of a new picnic area was started and a chicken barbecue picnic attracted 85 persons. Last but not least, a conservation workshop for all of the elementary teachers was sponsored by the committee and conducted by the 3 staff members from Cornell.

Providing for the Services of Special Groups, Including the FFA

The Agriculture Department and the FFA have had an important part in the development of the park. In fact, at first, too many teachers thought of the park as a project of the Agriculture Department rather than as a school project. All labor has been donated, with the Agriculture Department and the FFA contributing their share. As for using the park as a teaching aid, there are many opportunities: it is and will be a near-by area to plan for; help is needed to develop and maintain a farm pond and marsh; there are some 25 acres of woodland requiring permanent management; wild life areas are to be established and maintained; places for brush-removal demonstrations and reforesting practices are available; a recreational area for campfires and picnics is provided; opportunities to construct log cabins and fireplaces are many and varied; and opportunities to practice cooperation with other groups in the school are ever present. It is hoped that the department may persuade and assist 2 farmers, whose lands border the road to the park, to establish contour farming and strip cropping as additional conservation practices appropriate to the area.

Even though much has been accomplished, since the Board of Education purchased the land, many things are yet to be done. In fact, conservation is never completed, even though progress is continually made. It is too early in the development and use of this project to make definite statements or to draw valid conclusions. It has taken considerable time and planning on the part of some teachers and pupils. The idea was not readily accepted by certain teachers, even though some pupils, both boys and girls, have been exceptionally enthusiastic. However, as more teachers became acquainted with the possibilities in teaching conservation through their present subjects, much more interest has been shown. The workshop accomplished a great deal toward this feeling and the conservation park has stimulated interest in both pupils and teachers, beside providing practice projects.

In keeping with one of the six major Educational Objectives in Vocational Agriculture — 'conserve soil and other natural resources' — Vail Sheldon, New York State Vo-Ag Instructor, can show you how to teach a community to conserve!

Research Recommends

Occupational information in large doses for all high school students!

THE EXTENT OF OCCUPATIONAL understanding among adolescent boys and girls in high school is decidedly limited. This is further borne out by the results of a recent survey conducted by the author in a comprehensive high school in the New York metropolitan area.

The questionnaire was distributed to the students without their advance knowledge of the content in order to prevent them from looking up information beforehand. A total of 376 replies included 183 from girls and 193 from boys.

The high school itself has a student body numbering approximately 700 in grades 7-12. The central district, with 5 elementary schools and one central high school, provides a superior educational program for some 1,900 pupils. Per pupil expenditure is well above the national and state averages. Forty to 50 per cent of the high school graduates go to institutions of higher learning. The school employs a full-time guidance director.

The community in which the high school is situated has a population of 4,000. It is within easy commuting range of New York City. Its principal industries are a few factories, retailing, and the resort trade.

THE QUESTIONNAIRE

Name: _____

Grade: _____

Age: _____

Sex: _____

Homeroom: _____

Please answer the following questions to the best of your knowledge.

1. What occupation do you plan to enter? If you are undecided, write "undecided."
2. If you are undecided, what occupation do you *think* you might *like* to enter?
3. How many people are presently employed in the United States in this occupation? (Guess)
4. How much does this occupation pay in dollars per week or dollars per year? (Guess)
5. How did you decide to prepare for this job? (If answer to 1. is "undecided", omit this question.)
6. Where do you plan to live when you enter the above occupation?

The purpose of the survey was to answer such questions as:

1. Have the pupils made a realistic choice of occupation?
2. Do the pupils have a realistic idea of job opportunities?
3. Do the pupils have a realistic idea of the pay scale in their chosen vocations?
4. How did the pupils make their choice of occupation?
5. Where in their high school program do the pupils need more guidance in order to get a realistic view of occupational opportunities?
6. At what grade level should aptitude tests be taken?
7. Does the school need to supplement the present testing program?

ANALYSIS OF THE DATA

Do the pupils have a realistic idea of job opportunities?

Generally speaking, the pupils have a realistic choice of occupation. That is, there are not too many selections of the glamour jobs—aviation, theatre, etc. Most of the selections of occupations are the common everyday vocations in which the majority of persons make their livelihood.

The extent of the pupils' information regarding the number of persons in the occupations and the salaries to be earned is very limited. Their estimates of the number of persons and the earnings are to a large extent unrealistic. The large number of pupils who made no guess at all is further indication of lack of occupational information. In some cases there are evidences of collusion in guessing the number of employed persons and the earnings.

Some of the answers make one stop to wonder. Such examples are:

A 12th grade boy guessed that there were 500,000,000 engineers—more than 3 times the total population of the country.

An 11th grade boy estimated that 7 per cent of the total population were carpenters—10,500,000 carpenters.

A 9th grade boy believes he can earn $100 per day or $30,000 per year in conservation (forestry).

One of the most striking results of the survey—and, perhaps the most serious from the standpoint of the vocational adjustment of these young people—is the large number of pupils who have what might be called "big money ideas." Let us examine a few of these guesses of earnings in the vocations:

Grade	Sex	Occupation	Guess of earnings
9th	Girl	Secretary	$80/wk.
9th	Girl	Stewardess	$185/wk.
9th	Girl	High school teacher	$75-100/wk.
9th	Girl	Waitress	$100/wk.
10th	Girl	Nurse	$100-150/wk.
9th	Boy	Electrician	$150-200/wk.
9th	Boy	Maritime service	$300-500/wk.
11th	Boy	Mason	$200-225/wk.
12th	Boy	Factory worker	$100-200/wk.
12th	Boy	Mechanic	$7-15,000

These are a few of the more startling estimates. The large majority of the pupils were more generous in their approximations with $60 and $70 a week a common guess. It would seem that the high school is a place where occupational information needs to be given to students to prevent them from getting the erroneous belief that they are going out to earn a fortune, especially in the beginning. It might be said that, of all the groups, the secretaries seem to have the most realistic idea of the number of persons employed and the money they can earn.

Another point of interest is the number of pupils who would like to remain in the local area. In many cases this can be accomplished in such vocations as secretary, mechanic, or carpenter. But in others it would be impossible to be employed in the occupation locally, as there are no opportunities in that area.

The evidence seems to indicate that the students have been realistic in the choice of type of occupation, but they lack essential occupational information concerning openings and earnings. This would point to a need for more vocational education, occupational units in the social studies program, and an expanded guidance program.

Where do pupils need more guidance in order to get a realistic view of occupational opportunities?

The answers to the questionnaire show that each grade needs more guidance concerning job opportunities. There are fantastic ideas in each grade.

Where and when should aptitude tests be taken; at what grade level?

Only one or two pupils indicated that they had decided to enter an

occupation on the basis of aptitude tests they had taken. Most had made their choice by chance. Aptitude tests should be given early in the students' program beginning in junior high school. This will enable them to know in what direction they might head and to take the appropriate courses necessary.

GENERAL COMMENTS

Too few are going into some occupations. Only 7 girls showed an interest in elementary school teaching, a field with a high demand for trained people. Only 6 boys want to be high school teachers, though more men should enter the field. Obviously, we are not selling our profession to young people.

Only 5 boys want to be doctors. This latter condition may be influenced by the fact that over the year's only 3 of the school's graduates have

By Peter F. Oliva
Associate Professor
University of Mississippi

been admitted to medical schools and have gone on to become physicians. This has not been due to lack of ability of the graduates but because of limitations on the number of medical students accepted.

Too many may be training for some occupations. Fifty-four girls want to be secretaries. This represents more than 25 per cent of the girls in grades 9-12. Some are obviously not qualified.

There are some notable lacks of occupational choices. No one chose to be a dentist, a printer, a dental hygienist, a pharmacist, an optometrist, a barber, or a number of other common occupations. There is evident also of lack of knowledge of the thousands of types of skilled and semi-skilled jobs needed by industry.

If the survey accomplished nothing else, it stimulated the boys and girls and faculty members to thinking a little more seriously about occupations and certain economic aspects of these occupations. It showed the need for occupational orientation and study in the high school program.

It must be remembered that this survey was conducted in one of the privileged schools of the country where per pupil expenditure is well above the national average and where there are many pupil personnel services. If unsatisfactory results are obtained in this setting, it can be suggestive that more poorly equipped and staffed schools would have a greater problem in this area of realism and knowledge of occupations.

SUMMARY OF OCCUPATIONAL CHOICES

Jobs Girls plan to enter or would like to enter	GRADES 9	10	11	12	Total
Actress	1	....	....	....	1
Armed forces	....	....	....	2	2
Artist or art teacher	1	3	2	1	7
Beautician	2	2	....	....	4
Bookkeeper	....	1	....	....	1
Business (general)	....	1	....	....	1
Buyer	1	1	....	1	3
Clerical	....	....	2	1	3
Dancer	....	1	....	....	1
Dietitian	....	....	1	....	1
Dressmaker	5	....	4	1	10
Factory worker	1	....	2	....	3
Farmer	1	....	....	....	1
Government worker	....	....	1	....	1
Home economist	3	....	1	....	4
Interior decorator	1	....	....	....	1
Journalist	1	....	....	2	3
Librarian	....	....	2	....	2
Medical assistant	....	....	1	....	1
Model	1	2	1	1	5
Music and music teacher	....	....	1	1	2
Nurse	3	8	6	6	23
Occupational therapist	1	....	....	....	1
Physical education	2	1	1	....	4
Physical therapy	....	....	....	1	1
Practical nurse	....	....	....	1	1
Publicity director	1	....	....	....	1
Receptionist	....	....	1	....	1
Secretary	9	16	20	9	54
Social worker	....	....	1	....	1
Stewardess	3	....	1	....	4
Teacher, elementary	2	....	5	....	7
Teacher, high school	2	....	....	1	3
Telephone operator	....	2	1	3	6
Undecided	6	5	....	6	17
Veterinarian	1	....	....	....	1
Waitress	1	....	....	....	1
	49	43	54	37	183

Jobs Boys plan to enter or would like to enter	GRADES 9	10	11	12	Total
Accountant	2	....	1	1	4
Announcer (Radio or TV)	1	....	....	....	1
Architect	1	....	....	1	2
Armed forces	2	2	5	5	14
Artist	....	....	....	1	1
Athlete	1	....	....	....	1
Automotive engineer	....	....	1	....	1
Automotive technician	....	....	....	1	1
Building trades	7	1	3	1	12
Business (general)	2	1	....	1	4
Butcher	1	....	....	....	1
Cabinetmaker	....	....	1	....	1
Chemical engineer	1	1	....	....	2
Chemist	1	....	....	....	1
Civil engineer	1	....	....	....	1
Clerk	....	....	1	1	2
Conservation	2	2	1	....	5
Designer (textile)	1	....	1	....	2
Draftsman	....	1	....	....	1
Electrical engineer	1	1	....	1	3
Electrician	3	1	....	....	4
Engineer	2	5	4	1	12
Factory worker	....	....	....	2	2
Farmer	2	4	2	....	8
Gas station owner	....	1	1	....	2
Government worker	....	....	1	1	2
Insurance	1	....	....	....	1
Interior decorator	....	....	....	1	1
Interpreter	....	....	1	....	1
Laborer	....	1	....	....	1
Lawyer	....	....	....	2	2
Machinist	....	1	....	....	1
Maintenance worker	....	....	....	2	2
Mason	....	....	1	....	1
Mechanic	3	1	4	2	10
Mechanical engineer	1	1	1	....	3
Mortician	2	....	1	....	3
Music	1	....	....	....	1
Photography	1	....	....	....	1
Physical education	1	1	2	....	4
Physician	1	....	2	2	5
Plumber	....	....	1	....	1
Policeman	1	....	....	....	1
Radio and TV technician	1	1	....	1	3
Railroad worker	1	....	....	....	1
Real estate	1	....	....	....	1
Restaurant	1	1	....	....	2
Retail store	1	2	1	....	4
Salesman	1	....	3	....	4
Statistician (baseball)	....	....	1	....	1
Teacher, high school	1	2	1	2	6
Teller and banker	....	....	3	....	3
Truck driver	6	5	1	....	12
Undecided	2	8	5	6	21
Water transportation (maritime)	1	....	....	....	1
Veterinarian	1	4	....	....	5
	60	48	50	35	193

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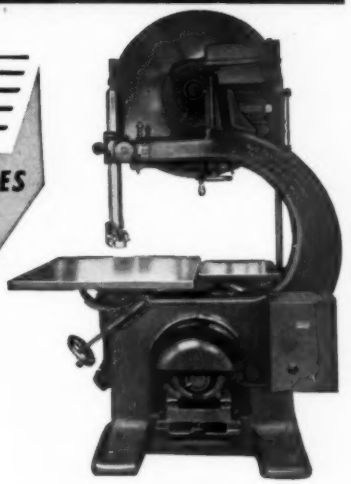

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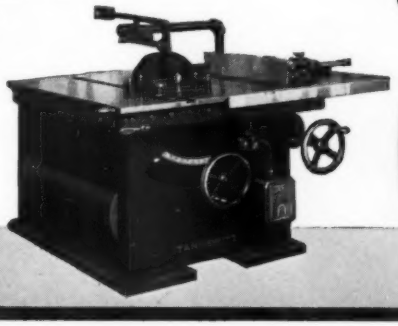

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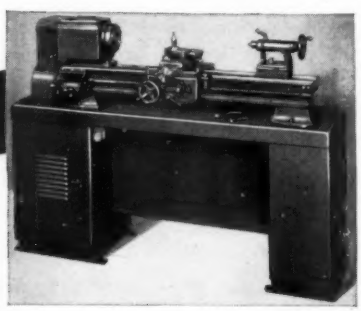

IT'S BIG...
With 12" swing, 1" collet capacity, 1⅛" spindle hole, and 35" center distances this newest Logan handles most lathe work.

IT'S RUGGED...
Heavy headstock, massive spindle and rugged construction throughout make it a lathe of precision, stability and power.

IT'S VERSATILE...
Hogs out heavy cuts smoothly. Equally effective in high speed production and second operation work. Sustained accuracy at all spindle speeds (38 to 1260 rpm) is inherent in the ball bearing spindle mounting. Features like extra, large compound and cross feed dials adapt it to exacting tool room operations. Durable construction and enclosed design are important advantages in the school shop.

IT'S ACCURATE...
Wide-spaced, oversize ball bearing spindle mounting means *sustained* accuracy. Total spindle run-out, 12" from bearing is less than .0005". 6¹⁵⁄₁₆" wide bed is heavily ribbed for rigidity. 2 V-ways and 2 flat ways precision ground to within .0005". Large dials on new carriage permit accurate readings. Precision built throughout.

IT'S SIMPLE TO OPERATE...
No spindle adjustment for any speed from 38 to 1260 rpm. Dials are easy to read, controls easily accessible. Outboard drive simplifies belt adjustment. New operators quickly master it.

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By multiple savings—investment, maintenance, space and power—the 12" Logan brings new economy and profits to lathe operation.

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Designed with

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This plane requires thousands of individual drawings before mass production begins. And at Lockheed, as in thousands of drafting rooms across the nation, VEMCO Drafting Machines are used to save time and money in the design stage.

For illustrated catalog showing how VEMCO Drafting Machines can pay for themselves in as little as three months and for VEMCO Instrument catalog write —

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AROUND THE NATION

School Administrators Support Vocational Education and Continuance of Federal Funds

At the recent Atlantic City meeting of the American Association of School Administrators a strong resolution in support of vocational education and the continuance of federal funds for the program was approved. The resolution supporting vocational education and land grant colleges reads as follows:

"The Association recognizes the important contribution to citizenship, to the national economy, and to national strength and security through the stimulating influence of federal financial aid to the land grant colleges and for vocational education in public secondary schools.

"We advocate continuation of financial support for these important services with due regard for the preservation of state and local control of education."

• • •

● *Building Fertility to Cut Farm Costs* is the theme of the 1954 Conservation Essay Contest. Annually sponsored by the National Grange and the American Plant Food Council, the competition is open to any young man or woman who will not have reached his or her 21st birthday by March 31, 1954. State and national prizes totalling better than $5,000 will go to the winners. Further information is available from: Grange Conservation Contest, 744 Jackson Place, N. W., Washington 6, D. C.

• • •

● One of the first trade extension classes for stereotypers and electrotypers in the printing industry was started at the Smith-Hughes Vocational School, Atlanta, Ga., February 4. Heretofore the printing trades have offered related instruction for their apprentices through correspondence courses offered by the International Typographical Union. The Smith-Hughes classes will not replace the correspondence course but will, instead, supplement it. Subjects included are trade math, trade chemistry, blue print reading, and safety. Instructor J. E. Belote is considered largely responsible for the development of this project.

The following message of thanks was presented by a Mergenthaler student, Doris Crocker, at the dedication exercises for Baltimore's new Mergenthaler Vocation-Technical High School, Jan. 17.

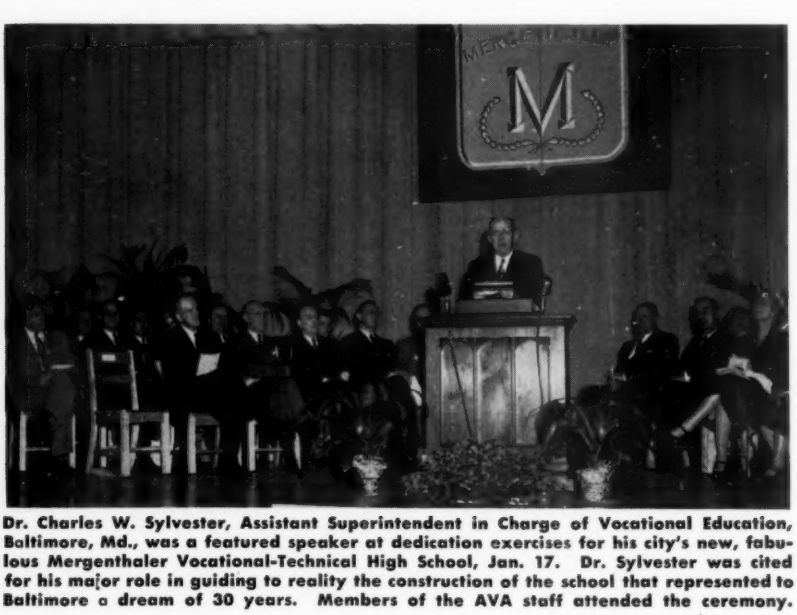
"As a representative of the student body of the Mergenthaler Vocational-Technical High School, I come to you this afternoon with a message of thanks from well-nigh two thousand grateful hearts, to whom has been given this magnificent school.

"Let no one tell us that fairies and angels have had their day, for we know to the contrary. Each of us has experienced the thrill of having been touched by the fairy-godmother and today we are witnesses to a modern miracle.

"As Cinderella, we have known the drab surroundings, the little-to-do-with, the lack of recognition, the indifference of the uninformed. And in our hearts we prayed that from the heavens might come 'a handful of stars.'

"Then came the day when, as if by magic, some great souls read our hearts and whisked us from the ashes, as it were, to a glitteringly new and beautiful school, set by a huge blue lake, a school proclaimed to be the dream come true in vocational education.

"In this happy condition of ours, it is not enough to say that our hearts are deeply grateful. It becomes us, moreover, from this moment on for each to dedicate himself to the cause of vocational education. To those great souls of our City for their faith, vision and tireless efforts, to our beloved Dr. Charles W. Sylvester, who dreamed our dream, to the esteemed Board of Education who offered sanction, to our honorable Mayor and City Council who provided the way, and to the worthy taxpayers of our City who sacrificed the means, we students of Mergenthaler Vocational-Technical High School pledge our heads and hands and hearts to the success of vocational education in Baltimore and to the general welfare of this great community."



Dr. Charles W. Sylvester, Assistant Superintendent in Charge of Vocational Education, Baltimore, Md., was a featured speaker at dedication exercises for his city's new, fabulous Mergenthaler Vocational-Technical High School, Jan. 17. Dr. Sylvester was cited for his major role in guiding to reality the construction of the school that represented to Baltimore a dream of 30 years. Members of the AVA staff attended the ceremony.

The Commissioner's First Statement

Dr. Samuel Miller Brownell became the 13th United States Commissioner of Education on November 16, 1953, succeeding the late Dr. Lee M. Thurston. On his first day of office, Dr. Brownell issued the following statement for television purposes. It has subsequently been presented as his first report to the profession and the public from his new office.

"I assume the office of Commissioner of Education fully conscious of the fact that education is a State responsibility which the States have wisely delegated in large part to the local communities. I am also very much aware that there is a national concern about this education because the effectiveness of America's greatest national resource—its young people—is dependent upon the amount, the kind, and the quality of education they receive from whatever source. The Office of Education was established to collect and diffuse information which would assist and promote the improvement of education. It is doing much in that direction. It will be my job to see that this work is continued and made ever more effective. I shall, therefore, expect to spend much time in study of what is being done, and what are the problems facing those concerned with State and community educational activities.

"The need for educational facilities—buildings, equipment, and qualified teachers—is a most evident problem. The increasing number of students must be cared for. No one that I know of would want the young people of this generation to have poorer educational advantages than their parents. Yet, unless we do better than at present, that will be true in many parts of this land. We know these young people need better education because they have to meet more complex problems than the present generation. It is therefore obvious that the Office of Education needs to assist States and local communities in their efforts to provide the thousands of added teachers and classrooms to do this job. I am sure that the Office will continue to work with community and State school officials, as well as the many lay professional organizations who are helping to show what are the facts about school and teacher needs and to see that these needs are supplied. It will also help them in their efforts to make able young people see the significance of teaching, and help in those activities which will make teacher education and teaching in the communities attract and retain more such persons for the schools.

"There is one other interest of mine that I am sure is shared by all in the Office of Education, by educators, and by laymen interested in education. It is the content and spirit of education. I am much more concerned about what is learned, how well it is learned, and for what it is being learned than that those who study go through the motions for any given length of time. It is my hope that the Office of Education can devote much of its energies to helping in those activities which will make education in this country develop more devoted, and more competent citizens for the kind of American democracy that we all hope for."

with vocational education

Commission on Intergovernmental Relations Plans Announced

Five-state Study of Grants-in-aid Launched

A 5-state study to determine the impact of federal aid programs on state and local governments where the services are performed was launched February 9 by the Commission on Intergovernmental Relations through an award of contracts to private research organizations engaged to conduct the surveys.

The states selected as being widely representative of the national picture include Kansas, Wyoming, Michigan, Mississippi and Washington.

Contracts were awarded for Kansas and Wyoming to J. L. Jacobs and Co. of Chicago; for Michigan, to Public Administration Service of Chicago; and for Mississippi and Washington to McKinsey and Co., of New York. The research organizations are required to submit their reports within 90 days.

Governors of the five states were notified by Clarence Manion, then Chairman of the Commission.

The survey will encompass 22 federal aid programs which represent 87 per cent of nearly $3 billion spent annually for all federal aid programs. This figure does not include administrative costs.

The grant-in-aid programs to be covered in the state impact studies include:

Public Health
Hospital Construction—Surveys & Plans
General Public Health
Venereal Disease Control
Control of Tuberculosis
Mental Health Activities
Cancer
Heart
Maternal and Child Welfare
Labor
Unemployment Compensation
Employment Service Administration
Public Roads
Post-war Federal Highways
Prior Federal-Aid Highway Laws
Public Assistance
Old Age Assistance
Aid to the Blind
Aid to Dependent Children
Aid to Permanently and Totally Disabled
Education
Assistance for School Construction in Federally Affected Areas
Assistance for School Operation in Federally Affected Areas
Vocational Education
National School Lunch Program
Housing and Slum Clearance
Annual Contributions. Low-rent Housing
Capital Grant—Slum Clearance and Urban Redevelopment
Loans for both purposes

The research firms will make their studies in accordance with a "prescription" outlined by the Commission.

The surveys are expected to enable the Commission to recommend what functions, if any, should be reallocated as between the federal, state and local governments and what modifications of existing procedures in the federal aid programs are necessary to eliminate overlapping, unnecessary controls and excessive costs.

The state impact studies, according to Manion, will show particularly the current effects of the major grant-in-aid programs on the states, and will provide the basis for determining whether the existing programs of federal aid assure the proper degree of state control over problems that are logically within the state's jurisdiction.

Some of the specific problems of interest to the Commission are:

1. *What are the fiscal effects at the state and local levels?*
2. *How is state policy affected by Federal grants?*
3. *Would the service be rendered more economically and more efficiently if the program was the exclusive responsibility of the state or the Federal government respectively?*
4. *Is the state neglecting functions for which aid is not available?*
5. *What fiscal and administrative controls are involved, and what are their effects on Federal-State relations?*

According to Manion, the entire field of inquiry involves not only an understanding of the administration of Federal-State programs but also their financing.

"Further," he said, "the state studies should bring to light administrative arrangements or policies which are likely to permit mismanagement or waste."

In addition to the work of the private teams the research staff of the Commission is collecting and studying material and information on a national basis and in 16 states commissions appointed by the respective Governors are engaged in similar studies.

Also hundreds of associations and state citizens' committees interested in one or many of the problems of federal, state and local fiscal and administrative relationships are similarly engaged.

All research reports are being assembled for proper evaluation by the Commission and final recommendations to the President and Congress.

During the week of February 15 representatives of the chosen research firms met in Washington with key representatives of the government agencies administering the federal aid programs to be studied in the selected states. They then entered the states designated for the 3-month survey.

* * *

At a meeting held on Friday, February 19, the Commission announced 10 additional study committees, one of which is to study "federal aid to education."

The Commission also increased from 5 to 7 the number of states to be included in a study of the impact of federal aid programs at the state and local levels.

The 2 additional states are being selected for later announcement.

At the February 19 meeting Clarence Manion announced his resignation and his withdrawal from the Commission. Commission members reacted immediately in a unanimous, formal resolution praising Manion's work and leadership. A copy of this resolution was forwarded to the President together with a copy of a progress report—the first to be submitted to the President since the Commission was named. The report dealt primarily with the organization of the Commission and plans for carrying on its projected work.

Progress Chart Uses Are Three-fold!

A progress chart is a valuable aide to the vocational instructor if it is constructed in a simple, yet workable manner. It can chart the progress of the student through all the steps he should learn and perform from year to year in high school and can assist the instructor as a placement and follow-up device.

As a chart of progress it enables the teacher to know at a glance what the student has learned and in what areas he is lacking. Many instructors assert that they can recall these steps, and perhaps they can, but it is much simpler and more scientific to make use of a progress chart rather than memory.

As a placement aide when summer-time employment comes about and jobs are available for students still in school, a glance at the chart shows which student is qualified to fill certain job requirements demanded by the employer. The same is true for part-time and Saturday job placement during the school term.

It is an excellent follow-up device when used properly. Space is left at the extreme end and columns marked for part-time, summer-time and employment after graduation.

Whenever the student has worked part-time or summer-time, in the trade or a related trade, the place of employment is recorded. Upon graduation, allow for at least 10 spaces in order that changes in employment may be noted. Include a section to show if he served in the armed forces. This will allow for a follow-up record of approximately 5 years.

By recording part-time and summer-time employment the instructor is aided in placing more students through the employer contacts that have been made.

Many times when the graduate applies for apprenticeship in a trade his past employment, part-time and summer-time, is a valuable instrument in up-grading within the trade.

Progress charts should be made available to the students for observation and checking. They can note their own progress and lack of progress; incentive to put forth more effort in learning is created.

Here is a tool through which the student may observe and compare and chart his own progress. It is also a device through which the instructor can have at his finger tips important data on each student for an 8 year period.—R. E. Morley, San Antonio Vocational and Technical School Linotype and Printing Instructor.

Odessa Chase, Margaret Murray Washington Vocational High School student is the recent recipient of first prize in an essay contest in the nation's capital.

PERSONALS

● **Dr. Louis Q. Moss,** who served as Deputy Director of the University of Maryland's Inter-American Seminar on Vocational Education, has returned to Los Angeles, Calif., from a technical assistance mission in Brazil where he collaborated with authorities of the National Industrial Training Services in the organization of the Institute for Directors of Industrial Training in Latin America.

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● Distributive education teachers and supervisors in western Pennsylvania met together at the University of Pittsburgh December 15. Program participants included **Sidney J. Parnes,** Field Instructor of Distributive Education, University of Pittsburgh; **Donald Schwing,** Coordinator of Distributive Education, Greensburg; and **Samuel W. Caplan,** State Chief, Distributive education.

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● To perpetuate the memory of Marshall Byrn, who devoted his lifetime to teaching industrial arts at the University of Michigan, a curriculum library and study center has been established in the University laboratory schools. This library has been made possible through the many donations to the Marshall Byrn Memorial Fund by friends and associates. It will contain many of the current texts and reference materials on industrial arts and is equipped with comfortable furniture, facilities for shop planning, and audio visual equipment. Graduate and undergraduate students will use it as a study center.

Dr. Ralph C. Wenrich, Professor of Vocational Education, University of Michigan, urges industrial arts teachers, supervisors, and administrators to inspect the library when they are in Ann Arbor.

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● **Harold Van Westrienen,** who began his service as Michigan State Director of Vocational Education in July, 1953 was honored by the Alpha Omicron Chapter, Epsilon Pi Tau Fraternity, Wayne University at an industrial education luncheon recently. Approximately 250 persons heard Dr. M. Ray Karnes, University of Illinois, and principle luncheon speaker, discuss the student design of projects. A. D. Althouse, Supervisor of Vocational Education in Detroit, lead a discussion on this subject. A bound volume of congratulatory letters were presented to Mr. Van Westrienen in behalf of the group by Earl L. Bedell, Divisional Director, Vocational and Technical Schools, Detroit.

The Negro vocational agriculture teachers and officials of North Carolina present a citation and book of pictures to Congressman Graham A. Barden (N. C.) in appreciation for the work he has done through the years in promoting the cause of vocational education, which has meant so much to the Negro people of the south. The book of pictures covers some of the work being carried on in the Vo-ag departments of Negro schools in North Carolina. The presentation was made during the annual conference of Negro supervisors and teacher trainers of Vo-ag, Washington, D. C.
L. to r.: Prof. S. C. Anderson, teacher of agriculture, Rocky Point, N. C.; Congressman Barden, J. A. Francis, teacher of agriculture, South Port, N. C.; and Dr. S. B. Simmons, N. C. Assistant State Supervisor of Vo-ag, Greensboro, N. C. (Note: On 2 different occasions, Prof. Anderson and Dr. Simmons testified before Congressional committees in the interests of vocational education. Both times they were presented by Cong. Barden.

Two New Honors For A. P. Fatherree

A. P. Fatherree, Mississippi State Supervisor of Agricultural Education since 1934, has been named "Man of the Year for 1953 in service to Mid-South Agriculture" by the *Progressive Farmer* magazine as well as the "Mississippi Farmer of 1953" by the *Mississippi Farmer,* a state farm and home magazine.

Dually honored for his dedicated service to vocational agricultural education in Mississippi, Mr. Fatherree can look back on a career that is studded with accomplishments that have brought the current vo-ag enrollment in his state to 12,000 boys, 30,000 adult farmers, 1,200 young farmers, 2,000 World War II veterans, and 125 Korean War veterans. At the peak of enrollments for World War II veterans, 22,000 studied under Mr. Fatherree's state supervision.

Mr. Fatherree's efforts have succeeded in greatly increasing yields of agricultural products in his state. Last spring he undertook an intensive program of putting up grass legume silage. Many demonstrations in storing silage in trench-type silos for use when feed is scarce were conducted. He has also brought more than 500 head of purebred (registered) beef cattle from Texas and placed them with members of the Mississippi FFA and adult evening class students. He has encouraged the use of purebred registered bulls.

In announcing his award, the *Progressive Farmer* said: "For a most admirable job in the administration of one of the largest and most helpful forces in the service of agricultural education, we are honored to recognize A. P. Fatherree as 'Man of the Year' in service to Mississippi Agriculture."

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● **Phillip L. McNamee,** whose name means "vocational education" to thousands of people, has recently transferred his base of operations as Director of Educational Research for the American School from Chicago, Ill., to San Jose, California.

Mr. McNamee, who retired as Chicago's assistant Superintendent in Charge of Vocational Education in 1949 after 32 years of service to the city's public school system, has remained active in the field of educational research for the American School since that time. By many, he was and is considered more responsible than any other person for developing Chicago's vocational education program from its birth to the world-famous status that it has long since enjoyed.

At the time of Mr. McNamee's retirement from the Chicago system, Ernest J. Simon, then Illinois State Director of Vocational Education, said:

"Phillip L. McNamee's rise in the Chicago school system and his accomplishments in the field of vocational education make a warm and colorful story of vision, leadership, and achievement . . ."

In the announcement of his affiliation with the American School in 1949, President James McKinney said:

"The wealth of Phil McNamee's experience will be available to the whole field of vocational education. His expert counsel will be directed without restriction to those projects he deems to be important."

They Visited Us . . .

During recent weeks, the following persons visited AVA headquarters:

LINCOLN T. MILLER, Washington, D. C.; ED DODD, Atlanta, Ga.; M. M. BRYAN, Washington, D. C.; JOY LEE JOHNSON, Arlington, Va.; L. H. LANGLEY, Washington, D. C.; HARRY HALSTEAD, Olympia, Wash.; BOYD HARGREAVES, Arlington, Va.; BETTY SPONAUGEL, Arlington, Va.; LEROY B. BUCKNER, Winchester, Va.; CHARLES W. SYLVESTER, Baltimore, Md.; E. F. R. HORNER, Toledo, O.; M. E. COLEMAN, Valdosta, Ga.; GEORGE HURT, Texas; A. L. TEACHEY, Raleigh, N. C.; JOHN A. SNELL, Augusta, Me.; COLA D. WATSON, Burlington, Vt.; H. E. URTON, Pierre, S. D.; G. R. COCHRAN, St. Paul, Minn.; R. E. BASS, Richmond, Va.; NELSON HITCHCOCK, Athens, Ga.; E. L. MCGRAW, Auburn, Ala.; SENATOR WALTER A. HOLDEN, Salem, W. Va.; R. E. BASS, Richmond, Va.; ROBERT T. STONER, Harrisburg, Pa.; ROBERT A. WALL, Luray, Va.; C. M. MILLER, Kansas; J. WARREN SMITH, N. C.; JOHN J. SEIDEL, Baltimore, Md.; F. O. GREGORY, Washington, D. C.; JAMES W. BISHOP, Washington, D. C.; KATHLEEN W. CRISMOND, Washington, D. C.; J. ROBERT DODD, Washington, D. C.; WALTER WILLARD, Washington, D. C.; EDWIN MELIN, Michigan (en route Central America); ROBERT M. REESE, Columbus, Ohio; CECIL E. STANLEY, Lincoln, Nebr.; LARRY BOROSAGE, E. Lansing, Mich.; THOS. H. QUIGLEY, Atlanta, Ga.; SAMUEL L. FICK, Sacramento, Calif.; HOWARD K. HOGAN, Washington, D. C.; L. B. BAKER, Austin, Tex.

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● **Arthur R. Stewart,** Instructor of Industrial Electricity, John A. O'Connell Vocational and Technical High School, San Francisco, California, was recently named one of San Francisco's "Newsmakers of Tomorrow." The announcement was made by the Committee for San Francisco's Future and climaxed 10 weeks of searching by the comimttee to find men between the ages of 25 and 40 whose accomplishments indicate that they are representative of San Francisco's future leadership. Among the 100 selected were 3 teachers in the San Francisco Unified School District. Mr. Stewart is an active member of the California Industrial Education Association and the AVA.

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● **Dr. James L. Stuart,** Agricultural and Technical College, Greensboro, North Carolina, was the 1953 recipient of Delta Pi Epsilon's annual award for completing the study which represents the most significant contribution to research in the field of business education. A study by **Dr. William B. Logan,** Assistant Professor of Education, Ohio State University, and JOURNAL Editor for Distributive Education was also cited as an outstanding contribution to business education.

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G. W. Haverty Heads North Dakota School

G. W. Haverty, former Assistant State Supervisor of Trade and Industrial Education in North Dakota, has been named President of the North Dakota State School of Science to succeed E. F. Riley who has served in this capacity since 1921.

Mr. Haverty has also served, since 1929, as head of the trades and engineering division of the State School of Science. In setting up his programs of training he has insisted that "instructors must be competent men from the trades who have the ability to organize and to teach; that trades education must be real work on real equipment as found in industry; and, that the student must be a mature individual who has the capacity to carry the course successfully and to make good when he goes to work."

As Assistant State Supervisor Mr. Haverty has been instrumental in the establishment of part-time training in various towns throughout North Dakota. The most recent program he has developed for the school is the practical nursing department.

He attended Dunwoody Institute, the University of Minnesota, and Colorado State College, receiving his BS from the latter.

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● John H. Erickson received the Doctor of Education degree in industrial arts education at the summer commencement of the Pennsylvania State College. The title of his dissertation was "Recommended Equipment Requirements for Comprehensive General Shops Based on Certain Industrial Arts Activities and Objectives for the Junior High School."

Dr. Erickson is Associate Professor of industrial arts at Georgia Teachers College.

AVA Sustaining Members

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497 East Town Street
Columbus 15, Ohio

Macomber Vocational High School
15th and Monroe Streets
Toledo 6, Ohio

Carl J. Schwarzer, President
Carpenters District Council
1248 Walnut Avenue
Cleveland, Ohio

Plumbers Joint Apprentice Committee
Stephen Wiemels, Secretary
16419 Lorain Avenue
Cleveland, Ohio

Electricians Local No. 38, IBEW
3043 Superior Avenue
Cleveland, Ohio

Heating, Piping and Air Condition Contractors
James J. Livingston, Secretary
1900 Euclid Bldg.
Cleveland, Ohio

Painters Joint Apprentice Committee
Erdman Hal, Chairman
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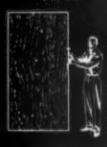

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● Norman B. Eisen, distributive education coordinator, Whittier, California, High School, has outstanding support from the merchants and top administrators in his district. He instituted a refresher course in merchandising as part of his pre-Christmas employment program and placed many students with local merchants through his school office.

The distributive education program at Balboa High School, San Francisco, found practical use for its advertising and merchandising techniques. Instructor Reginald Y. Alexander and his students developed many ingenious ideas for successful accomplishment of the local Junior Red Cross Drive.—HARRY STEINBERGER, California Association of Distributive Educators.

C. M. Miller Honored

Some 200 guests were present to honor C. M. Miller, recently retired Kansas State Director of Vocational Education at a Topeka party January 17. Kansas State Board for Vocational Education members and Mr. Miller's staff personnel served as hosts.

H. H. Rich, Coldwater, lawyer, and Chairman of the State Board of Education served as Master of Ceremonies and paid tribute to Mr. Miller's 31 years of service as an educator. Other guest speakers were G. F. Liebendorfer, Nebraska State Director of Vocational Education, and J. C. Woodin, Wichita Assistant Superintendent in Charge of Industrial and Adult Education.

Several gifts were presented by various organizations to Mr. Miller who introduced his successor, W. M. Arnold, former Oklahoma State Supervisor of Trade and Industrial Education.

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Definitions of Terms Used in Vocational and Practical Arts Education

AVA members asked for a book clarifying the terms most necessary for an understanding of vocational and practical arts education. To meet this need, the Committee on Research and Publications compiled a list of commonly-used terms and asked leaders in every field of vocational and practical arts education and in every state to prepare and approve definitions for each term. *The resulting dictionary is now available for your use.*

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Association NEWS and NOTES

L. to r.: M. A. Browning, State Director of Vo-Ed, Texas; Roy Rumfield, DECA Vice President for the National Convention, Blumfield, Texas; and E. C. Sullivan, Executive Vice Pres., and Gen'l Manager, Joske's of Texas, sponsor of some convention activities.

● Final plans have been announced for the **American Industrial Arts Association Convention** in Los Angeles, Calif., March 22-27.

The first day will include a full schedule of school visitation. The American Council on Industrial Arts Teacher Education and the American Council of Industrial Arts Supervisors will meet all day on the 23rd and on the morning of the 24th.

Dr. John R. Ludington, Specialist for Industrial Arts, U. S. Office of Education will be the opening speaker for the first general session. The second and concluding address will be presented by Dr. R. Lee Hornbake, Professor of Industrial Arts, University of Maryland, who will serve as co-ordinator for the 5 discussion groups that will meet on the 24th and 25th.

Dr. Lynne Monroe of the University of California at Santa Barbara, will guide a Friday morning program for and by industrial arts student teachers. It will be devoted to elementary school industrial arts. J. Lyman Goldsmith and Dr. Kermit Seefeld, Convention Co-Chairmen, will be in charge of a live demonstration on 'why and how to do it' Friday afternoon. The Friday evening program will be composed of the annual banquet and Ship's party.

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● At the January meeting of the **National Capital Vocational Association,** Washington, D. C., AVA Executive Secretary Dr. M. D. Mobley presented the AVA membership award banner that was earned by this organization when the District of Columbia was cited for outstanding membership achievement in 1953 at the Chicago AVA Convention. Presentation of a duplicate banner to the D. C. Vocational Association will be made at their annual convention later this spring.

HATS OFF TO IDAHO AND IOWA

AVA takes hats off to Idaho and Iowa —the first 2 states to go over the top in membership quotas for 1954!

The AVA Executive Committee, during the 1953 Chicago Convention, worked out '54 membership quotas for each state. Idaho and Iowa have already surpassed their respective goals so we doff our caps and remind the rest to— "Let's go, AVA!"

● The following are new state vocational association officers, recently elected.

Oklahoma
Virgil Huston, President; James Champion, Vice President for Vocational Agriculture; Harry Applegate, Vice President for Distributive Education; Gwendolyn Chandler, Vice President for Vocational Home Economics; Henry White, Vice President for Trade and Industrial Education; Dr. Leslie V. Hawkins, Vice President for Industrial Arts; and Hugh D. Jones, Secretary-Treasurer.

North Dakota
Alice Boen, Central High School, Grand Forks, President.

Nebraska
Ivy Stacy, President; Merlin Maxwell, Vice President; and William Lutes, Secretary-Treasurer.

New Mexico
Albert Meador, President; Roy V. Harrison, Vice President; Nelson Lowery, Secretary-Treasurer.

Minnesota
Roxana Ford, President; Thomas Raine, President Elect; Clarence Pope, Vice President; and Clifford Horn, Secretary-Treasurer.

DECA Plans 8th Convention

The Eighth Annual Convention of the D. E. Clubs of America, scheduled for San Antonio, Texas, April 25-28, will be attended by approximately 600 student delegates and adult sponsors from the 32 states which sponsor clubs affiliated with the Distributive Education Clubs of America.

The D. E. Convention program is centered on "Distributive Education Pays Dividends." One talk, *D. E. Pays Dividends to the Student,* will be offered by Walter Hilliard, former distributive education student (1942), and now an executive with Butler Brothers. A second speech, *D. E. Pays Dividends to the Businessman,* will feature Vernon Shade, former D. E. student (1940), and now personnel manager of a large grocery chain.

In addition to hearing from former students, the delegates will engage in a number of professional contests which include competitive events in such areas as preparing job applications, club scrapbooks, individual student workbooks, business speaking, advertising layout, sales judging, and window display.

Too, the club officers will give reports from the various regions, and reports will be heard from the various working committees of D E C A which will meet during the 3 days.

Highlight of the convention will be the annual banquet and dance, held this year in Juarez Plaza, LaVillita. The town-square of the city of San Antonio in 1716 occupied this site. The banquet, and the after-dinner floor show and dance, is sponsored again this year by the Sears Roebuck Foundation. Sears has been host to this event for the past 7 years. Other social events will spark the convention program. Sunday evening, the D. E. Clubs of Texas are playing host for a get-acquainted party which will feature a western theme.

Monday noon, the Allied Stores Foundation has invited all students and sponsors to be guests at a luncheon and fashion show in La Villita. Joske's of Texas, San Antonio member store of the Allied chain, is making all arrangements for this event.

Tuesday morning, adult sponsors are to be the guests of the Marketing Division of the American Petroleum Institute at the Plaza Hotel.

Convention headquarters and all meetings will be at the Plaza Hotel which is the hub of many conventions held in San Antonio.

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● Better Public Relations is the general theme of the **Ohio Industrial Arts Association,** scheduled for March 25-27 at the Neil House in Columbus.

President William R. Mason announces that sessions will include explanations of outstanding industrial arts teaching and projects, a discussion of problems common to industrial arts teachers, and ways to publicize the program.

A special conference of supervisors and teacher trainers has been called for March 25. Dr. Clyde Hissong, Ohio State Commissioner of Education will be the guest speaker at the banquet, March 26.

We're Sorry

In last month's center spread of pictures of presidents of state AVA-affiliated associations, William R. Mason was identified as President of the Ohio Vocational Association. Mr. Mason serves as President of the Ohio Industrial Arts Association and Mary Spiker is President of the Ohio Vocational Association. Our apologies!

Coming Up . . .

Second Annual Conference on Cooperative Education, Ohio Union, Ohio State University, June 28-29.
President's Conference on Occupational Safety, Washington, D. C., May 4-6.
American Vocational Association, San Francisco, Calif., December 3-7.
American Industrial Arts Association, Los Angeles, Calif., March 22-27.
American Home Economics Association, San Francisco, Calif., July 6-9.
Distributive Education Clubs of America, San Antonio, Texas, April 25-28.

State Associations

New York State Vocational and Practical Arts Association, Buffalo, N. Y., April 8-10.
South Carolina Vocational Association, Columbia, S. C., March 26.
Texas Vocational Association, San Antonio, Tex., April 1-3.
Florida Vocational Association, Miami, Fla., April 8-10.
Indiana Industrial Education Association, French Lick Springs, Inc., March 25-27.

Regional Conferences in Vocational Education—1954

North Atlantic Region
Agriculture, New York City, N. Y., April 20-23.
Home Economics, New York City, N. Y., March 22-26.
Trade and Industrial, New York City, April 12-14.
Southern Region
Agriculture, New Orleans, La., May 3-6.
Distributive Occupations, Savannah, Ga., May 3-7.
Home Economics Inter-regional, none this year.
Trade and Industrial, Oklahoma City, Okla., April 20-23.
Central Region
Agriculture, Chicago, Ill., March 9-12.
Distributive Occupations, Granville, Ohio, March 16-19.
Home Economics, none this year.
Pacific Region
Agriculture, Salem, Ore., (Tentative) April 26-30.
Distributive Occupations, to be announced later.
Home Economics, none this year.
Trade and Industrial, Phoenix, Ariz., March 1-5.

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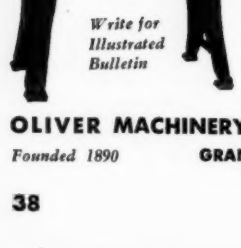

Write for Illustrated Bulletin

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From the Office of Education

In early February, G. Henry Richert and Walter F. Shaw of the Distributive Education Branch, met with educators from Japan and one from Finland, at the end of their 5 months' stay in the United States. The visitors reported that they had gained many new ideas from their observation of classes in business education in a number of cities in the eastern and central states.

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Mildred Huber arrived in Washington February 1 to begin a one-year term as Assistant National Adviser of the Future Homemakers of America. She will work with the organization both at headquarters and in the field, and will assist with 2 of the 4 Regional FHA Meetings this summer. Miss Huber is on a leave of absence from her position as Special Supervisor, Home Economics Education, in California.

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A new bulletin, "Guiding High School Students of Vocational Agriculture in Developing Farming Programs," has been completed by E. J. Johnson and W. N. Elam of the Agricultural Education Branch and will be published during the first half of 1954. It supplants old Bulletin No. 225, "Directing Vocational Agriculture Day-School Students in Developing Their Farming Programs."

Mr. Johnson has also completed work on the revision of the FFA Foundation Bulletin No. 4, containing information and rules for the 1954-55-56 national FFA judging contests.

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Louise Moore, of the Trade and Industrial Education Branch, participated in a 2-day workshop on practical nurse training, called at the Walter Reed Medical Center by the National Association for Practical Nurse Education. Administrators, teachers, and supervisors of practical nursing from several nearby states discussed common problems of recruitment of students, curriculum changes, and standards of teaching.

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Silas M. Ransopher and Edward Ludtke recently spent several days with educators from Pakistan, the Philippines, Chile, and Formosa. These visitors, who were particularly concerned with trade and industrial education, appreciated viewing films about the work of trade schools and hoped to learn more about the use of visual aids as a device for teaching. The men are now on their way to visit classes in a number of the states where they will study problems of administration, teacher training, and choice of equipment for trade and industrial classes.

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The Southern Regional Conference in Home Economics Education met February 23-26 at the Edgewater Gulf Hotel, Edgewater Park, Miss. Ata Lee, home economics program specialist for the Southern Region, was in charge of the meeting at which approximately 130 home economics supervisors and teacher trainers considered problems of program planning in home economics education for secondary schools and teacher education. A special 1-day meeting on planning space and equipment for college home economics departments preceded the conference, and was attended by 60 persons who came from all of the Southern states and Puerto Rico. Edna Amidon and Beulah Coon of the Home Economics Education Branch served as consultants at both meetings.

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The Trade and Industrial Education Branch was represented by Louise Moore at a meeting called by Mrs. Alice K. Leopold, the new Director of the Women's Bureau, U. S. Department of Labor. Plans of the Women's Bureau for future activities were presented to representatives of various organizations, including many women's groups.

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The film capturing the high points of the 25th Anniversary Convention of the Future Farmers of America has been completed and copies have been distributed to all the states for widespread showing during the balance of the school year.

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Edna P. Amidon and Johnie Christian of the Home Economics Education Branch and the head state supervisors of home economics of the 13 states in the Central Region met in Chicago, February 15-18, to work on current operational and supervisory problems. Discussion centered on ways of planning state supervisory programs to give the best service to local homemaking education programs which are trying to meet the needs of today's homes and families. Group members shared procedures which different supervisors have used successfully in their own state programs and laid specific plans for making their programs more effective in terms of the needs in their own state.

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Supplement No. 7 to Bulletin No. 180, "Summaries of Studies in Agricultural Education," has been received from the printer. The bulletin, which is No. 253, is on sale from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 30 cents per copy.

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Mrs. Bettye Steel Turner, Itinerant Teacher Trainer at Tuskegee Institute and State NHA Adviser in Alabama, spent six weeks in January and February at the national headquarters office of the Future and New Homemakers of America giving special assistance with the NHA program.

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Members of the staff of the Agricultural Education Branch have exchanged meetings with the members of the staff of the Extension Service of the Department of Agriculture during the past month. These meetings are proving valuable in considering common problems.

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Four members of the Agricultural Education Branch accompanied National Officers of the Future Farmers of America on segments of their 1954 Goodwill Tour. A. W. Tenney, Executive Secretary of the FFA made the entire tour with the officers. The group was accompanied in Wilmington, Delaware, and New York City by W. T. Spanton; in Atlanta, Louisville, Birmingham, and Houston by R. E. Naugher; and in Los Angeles, San Francisco, Salt Lake City, and Denver by E. J. Johnson. The FFA group visited the headquarters of 35 companies and national organizations.

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Books *and Bulletins*

PAMPHLETS

Transportation Is Everybody's Business, by James M. Symes, Executive Vice President, The Pennsylvania Railroad Company. Transportation Association of America, 130 N. Wells St., Chicago 6, Ill., 1954. 8 pages.

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Money Management, Your Budget, Edited by Consumer Education Department, Leone Ann Heuer, Director. Household Finance Corp., 919 N. Michigan Ave., Chicago 11, 1954. 34 pages, 10 cents.

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Shall I Study Pharmacy? The American Association of Colleges of Pharmacy, 1954. 68 pages, 35 cents each; 3 for $1.00; 10 for $3.00; 20 for $5.00; 100 or more, $20.00 per hundred. (Address orders to R. A. Deno, Secretary, AACP, University of Michigan, College of Pharmacy, Ann Arbor, Mich.)

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Methodist Service Projects, 1954, Vol. XI., by Richard G. Belcher. Interboard Committee on Christian Vocations, 1001 19th Ave., South, P.O. Box 871, Nashville 2, Tenn. 68 pages, 10 cents each; $8.00 per hundred.

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California Test Bureau Catalog, 1954. California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Calif. 80 pages.

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Summaries of Studies in Agricultural Education, Supplement No. 7. Office of Education, Vocational Division Bulletin No. 253, Agricultural Series No. 64. For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 75 pages, 30 cents.

AGRICULTURE

Farm Arc Welding, by J. V. Morford. The James F. Lincoln Arc Welding Foundation, Cleveland 17, Ohio, 1954. 456 pages, $2.00.

This handbook for building, repairing and servicing farm equipment has been edited in large part from contributions to the recent Agricultural Awards and Scholarship Program sponsored by the Lincoln Foundation. It is offered on a non-profit basis.

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Teaching Vocational Agriculture, by E. W. Garris. McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y., 1954. 393 pages, $6.50.

A new volume in McGraw-Hill's Rural Activities Series, this is offered as a guide to students who are planning to teach as well as for employed teachers who desire professional growth. Practical suggestions form its core.

BUSINESS EDUCATION

Shorthand in One Week. M. E. Zinman, 215 W. 91st St., New York 24, N. Y., 1954. 36 pages, $2.00.

A fourth revised edition, this is a self-instruction manual.

• • •

Speech, by Dorothy Mulgrave. Barnes & Mulgrave, Inc., 105 Fifth Ave., New York 3, N. Y., 1954. 270 pages, $1.50.

No. 89 in the college outline series, this is a handbook of voice training, diction, and public speaking. It is intended as a text as well as a general supplement for use with specialized texts.

GENERAL

Educating for American Citizenship. 32nd Yearbook, Commission on Education for American Citizenship. American Association of School Administrators, 1201 16th St., N. W., Washington 6, D. C., 1954. 615 pages, $5.00.

This yearbook draws on the excellent practices in citizenship education in many American school systems. Chapters authored by individual members of the Commission and the NEA Research Division have been revised through successive meetings so that the text speaks for the Commission as a whole.

• • •

Life Adjustment Education in Action, edited by Franklin R. Zeran. Chartwell House, Inc., 280 Madison Ave., New York 16, N. Y., 1953. 541 pages.

Galen Jones, U. S. Office of Education, says in a foreword to this book: "This volume promises to be a valuable contribution to teachers and administrators in their endeavors to provide meaningful learning experiences to all youth."

Twenty-four chapters are included by as many authors. Among them are contributions from Harry C. Schmid, Minnesota State Director of Vocational Education (chapter on "Vocational and Industrial Education") and Ramon L. Charles, Kansas State Supervisor of Guidance Services (chapter on "Guidance Services for Life Adjustment Education").

• • •

Instructional Leadership, by Gordon N. Mackenzie and Stephen M. Corey, in association with James Hall, Veronica Casey, Mary Neel Smith, and others. Bureau of Publications, Teachers College, Columbia University, New York, N. Y., 1954. 209 pages, $3.25.

This extensive exploration of school leadership problems is the outgrowth of 3 years of cooperative experimentation carried on by Denver secondary school personnel and consultants from the Horace Mann-Lincoln Institute of School Experimentation. Leadership, its functions, and methods of functions are covered together with factors affecting instructional leadership in the first part. The second part deals specifically with the experiment.

GUIDANCE

U. S. Navy Occupational Handbook for Women; U. S. Navy Occupational Handbook for Men. Bureau of Naval Personnel, Washington 25, D. C., 1953.

These separate but companion publications list for women 72 U. S. Navy Vocational Information briefs and for men 73. They are intended for the use of guidance counselors, schools, libraries, and employment and youth agencies.

INDUSTRIAL ARTS

Modern Woodworking Projects, by J. S. Turnbull. The Macmillan Co., 60 Fifth Ave., New York, N. Y., 1953. 122 pages.

Some of the designs in this book are for projects that can be made by handwoodworkers with simple tools; some require

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woodworking machines. The appendix contains special suggestions to school shop instructors.

TRADE AND INDUSTRIAL

Etching & Engraving, Techniques and the Modern Trend, by John Buckland Wright. Studio Crowell, 432 Fourth Ave., New York 16, N. Y., 1954. 240 pages, $7.50.

An assemblage for the collector, the artist, and the student, this book deals with the theories and techniques of pure line engraving, drypoint, messotint, stipple, etching, soft ground etching, and other processes including lino cut and wood engraving.

• • •

The Story of Nursing, by Bertha S. Dodge. Little, Brown and Co., 34 Beacon St., Boston 6, Mass., 1954. 243 pages, $3.00.

Addressed to young people, this book covers the rich heritage of the nursing profession as well as its future.

• • •

Practical Upholstering, by the Commercial Trades Institute Instructional Staff. McGraw-Hill Book Co., 1953. 296 pages, $4.50.

The procedures explained and diagrammed in this book are "shop-tested." The text is based on study material found to be the most effective in actual instruction.

Letters to the Editor

The following is the full text of a letter sent by H. M. Hamlin, Professor of Agricultural Education, University of Illinois, to many educational editors throughout the nation.

I am writing to call your attention to the recommendations of the President's budget that federal funds for vocational education be cut by 4.7 per cent, and funds for agricultural extension be increased by 23 per cent.

Vocational education in agriculture would, of course, share in the cut in funds for vocational education, so that the federal government would be increasing materially its subsidy to an out-of-school program while reducing its subsidy to an in-school program. It is expected that, if this small cut in the funds for vocational education is accepted, further cuts will be made until the entire appropriation is eliminated.

This sort of action is in line with trends in federal policies for many years under both parties. You are familiar with Quattlebaum's report, prepared for Congress, which listed 275 separate federal educational programs under 200 divisions of the federal government, most of them entirely outside the "public school."

It is unlikely that an unsubsidized program of agricultural education can exist in the schools in competition with a heavily subsidized program outside the schools. We have trouble enough now getting and holding good, agriculturally trained men in competition with other occupations. The net effect of the proposed action would be to transfer agricultural education out of the public school system.

What may happen to us in agricultural education is only a forewarning of possible future developments in all public education. Do we want the schools to become minor agencies of public education as the federal government builds up competitors to them in nearly every useful kind of education?

I believe you can be very helpful to agricultural education and to the schools in this situation.—H. M. HAMLIN

Report from Taiwan

Although the principal interest of most AVA members is naturally the development of vocational education in America, I am sure that some of them would like to hear what is taking place in another part of the world. I have recently returned from an assignment in Formosa as industrial education adviser for the United States FOA Mutual Security Mission to China. It was my privilege on this assignment to work with the Chinese educational authorities in studying their industrial education program and effecting certain adjustments which should bring the functioning of that program into closer harmony with the rapid industrialization now planned for the island. The first thing I learned was to call it by its Chinese name, one of beauty and longstanding: Taiwan.

At the time of my arrival in Taiwan, it had already become evident to the Chinese themselves that their industrial education schools were not producing the desired results. Industry was not finding the graduates acceptable for employment in the capacities where workers were most urgently needed. Many graduates failed to find jobs.

In the spring of 1953, a survey team of Chinese industrial and educational leaders made a number of sound recommendations for improvement of the industrial educational program in Taiwan. My investigations supported many of their findings. In one school, I found that only one member of the faculty had even visited a major industrial establishment. None had made his living, even briefly, as an industrial worker. In Taichung, 100 miles south of the capital, Taipei, we began this fall a demonstration program of vocational industrial education. I found there an alert intelligent faculty, anxious to take the lead in trying out a new, even a revolutionary, approach to the problem. Though lacking in industrial experience, they were possessed of the true educator's desire to serve.

During August the Taiwan Teachers College held a summer session, attended by the entire faculty of the Taichung school. Here, under the guidance of Professors Knobel and Hoole from Penn State, they studied job analysis and course organization. With these new and not-quite-familiar tools they returned to Taichung determined this year to produce workers that industry would be glad to employ. To compensate for their lack of personal industrial experience, these teachers have the daily "on-the-spot" assistance of men from each of the industries for which workers are being produced.

A short time after the start of school this fall I saw the program in operation. With justifiable pride, K. N. Chang, the acting principal, took men to the school grounds where a 600-foot string of poles was being erected, guyed and wired by students; to the track field, where still others were learning the art of bus driving; and to the shops where the first steps of auto mechanics training were under way. In each of these places a regular faculty member was working in cooperation with a man from the industry concerned.

Mr. Chang showed me that the revised curriculum called for half-time or more in "shop type" activity, an arrangement which was legalized by the premier in November, after it had been in operation for two months. I have received word, since my return, that the Ministry of Education even more recently has accepted "half-time in the shop" as a desirable arrangement for all vocational industrial schools. — DAVID GRAHAM, Counselor and Teacher Trainer, Edison Technical School, Seattle, Wash.